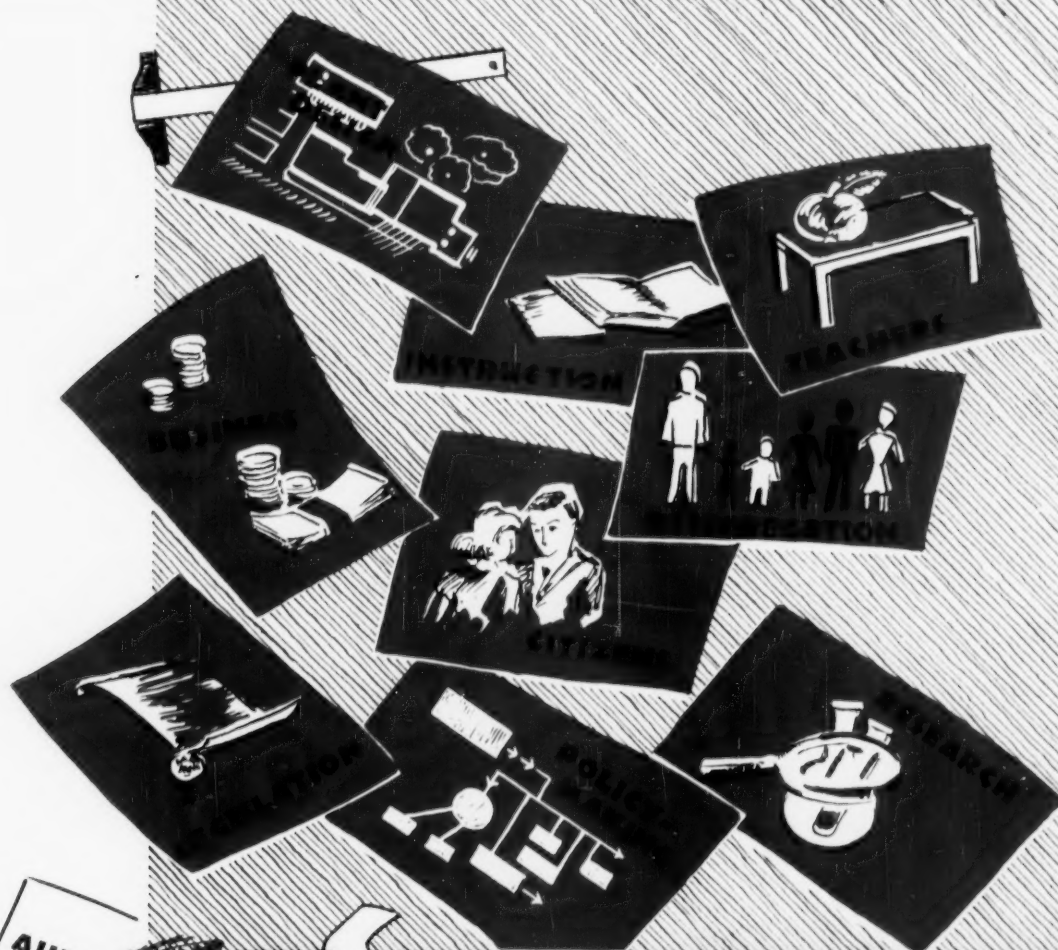


JANUARY 1957

The *School Executive*



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SCHOOL ADMINISTRATION

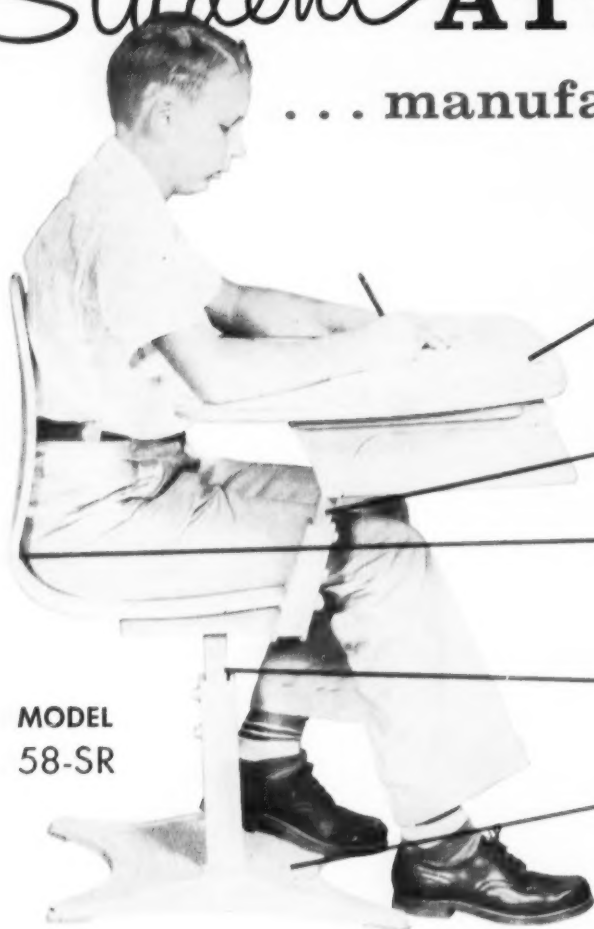
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The School Executive

JANUARY 1957

VOLUME 76 NUMBER 5

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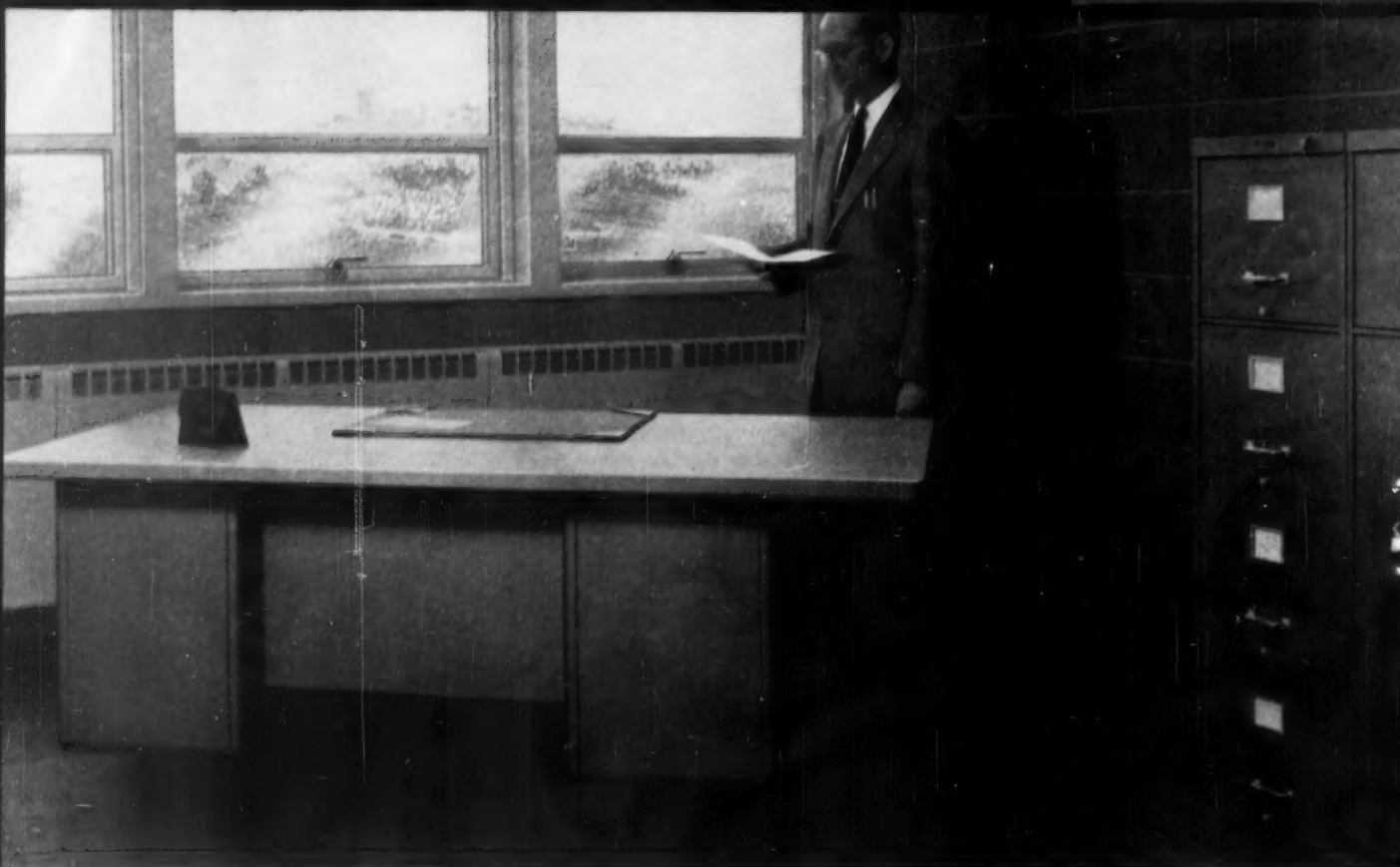
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Preview of February

Two special articles will highlight the February issue. Architect W. W. Caudill and his associates present their conception of a school plant that will meet the needs of tomorrow (1975-2000). The drawings of this building will also be shown in *The School Executive's* booth at the AASA meeting in Atlantic City. One thing is sure, the Caudill proposal will excite a lot of discussion. We shall also present an appraisal of the much talked about Random Falls Idea which originally appeared in the March, 1956, issue of this magazine. The appraisal is based on a nationwide reaction to this plan. Superintendent C. C. Byers authors the Green Sheet on the subject of professional meetings. The noted California architect, Frank Wynkoop, describes how one million dollars can be saved on a high school project. The noted Adele Franklin of New York City tells how extended services meet the expanding needs for education. Another exciting story is told by Assistant Superintendent Nolan Kearney of St. Paul describing how his community passed a bond issue. These are only a few of the stimulating materials in the February issue.

Sincerely,
Walter D. Cocking, editor

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AS I SEE IT

by Helen A. Gocking

Nineteen hundred and fifty-six

AGAIN WE HAVE come to the end of a calendar year. Again we look forward eagerly and somewhat anxiously to the year ahead. We view 1957 in terms of our experiences of 1956. And so we cast up accounts and try to strike a balance.

What was good about 1956, and what were its shortcomings? What successes were won, and what failures were made? Did school administration provide a leadership that was strong, imaginative, courageous? Did our schools meet the demands made upon them? What sort of a year was it?

For the past five years *THE SCHOOL EXECUTIVE* has tried to help answer such questions. The January issues have been devoted to a review of the important happenings of the preceding year which affected school administration. And so in this issue we present an analysis of events in 1956 and try to ascertain their meaning. We have been aided in our compilation by scores of people who have wholeheartedly contributed their time to the undertaking.

We have had two aims in view in preparing this issue. One was to help today's administrators and citizens view the happenings of 1956 in perspective and to look forward to 1957 and future years from the vantage point of the realities of the past. Two, it is our hope that future students and practitioners of school administration will find this material a ready reference which will not only inform but also help them to understand the continuous developments of the administration of schools.

As I see it, 1956 was a chaotic year. It marked advances. It had its share of failures. Above all it was a troubled year. Many issues went unsolved. Indeed many people seemed afraid to tackle them.

AMONG THE new ground gained in 1956 was a lessening of unfriendly, bitter and critical attacks on the schools; the critics tended to be better informed and constructive. School administrators and professors of school administration were more and more aware in 1956 of the need to study themselves

and their profession. There was a growing up and maturing process which was obvious and heartwarming; there was little "cockiness" and complacency. Also there was a stirring on the part of the profession and laymen to evaluate more carefully the present school programs and to consider new ones.

Everything was not rosy however.

There was a lack of vision and courage on the part of too many members of our profession. We found it difficult and undesirable to find ways to do new jobs, and we were reluctant to tackle new ones anyway. In 1956, we had another instance of the Federal Government's failure to discharge a necessary responsibility toward schools. Particularly at the state level there was inaction in revising antiquated and unrealistic tax structures. We continued to try to operate 1956 schools with 1880 vintage power (money). In too many instances we failed to design new buildings for today's and tomorrow's needs—the majority of the new structures built in 1956 were more suited to 1930 conditions. There still existed the failure to provide adequate and necessary opportunity for thousands of the nation's youth.

THEN, IN 1956 there were many uncertainties. Too often we didn't know what to do or how to do it. We were uncertain how to change and adapt the organization of our schools to meet today's conditions and needs. We didn't know how to make good use of the new technology (television, for instance). We were still uncertain as to the relative responsibility of local, state and Federal Governments for schools, and how they best discharged the responsibility they had. Most of all, we didn't know how to carry out the Supreme Court's decision on desegregation.

These are some of my views as I review the happenings of 1956. It would be interesting to know yours. The contents of this issue are presented then with the purpose of stimulating you, our readers, to consider again the importance and meaning of 1956 in our efforts to help secure a better tomorrow.

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KEYNOTES /

comments on the educational scene

Commissioner Lawrence G. Derthick

PRESIDENT EISENHOWER deserves sincere congratulations on his appointment of Lawrence G. Derthick of Chattanooga, Tennessee, as United States Commissioner of Education. The nation can be assured that Commissioner Derthick will supply brilliant leadership in the important area of education. It can be confident that the cause of education is in good and unselfish hands.

THE SCHOOL EXECUTIVE salutes Larry Derthick and congratulates him on this opportunity for important public service to the nation. His will not be an easy task. It will require all the ability, shrewdness and diplomacy he possesses. Of one thing he can be sure, he will have the confidence and support of the educational leadership of the country.

We take particular pride that he leaves the Advisory Board of Editors of this magazine, to which he has contributed so much, to assume the duties of the highest educational position in the land.

Hello and goodbye

THE SCHOOL EXECUTIVE announces the completion of five years of service on its Advisory Board of Editors of the following persons:

E. Allen Bateman, Utah state superintendent of public instruction,

Walter K. Beggs, professor of education, University of Nebraska,

Daniel R. Davies, professor of education, Teachers College, Columbia University,

Lawrence G. Derthick, superintendent of schools, Chattanooga, Tennessee, and

Edward J. Russell, superintendent of schools, Pittsfield, Massachusetts.

The editors and all of the official family of THE SCHOOL EXECUTIVE are extremely grateful to these outstanding educators for their sound advice and constructive assistance during their term of office. They will be missed.

Dr. Davies has agreed to accept an additional five-year term. We are very happy to announce as new members of the team for five years:

A.D. Albright, professor of education and director of the Bureau of Field Service, College of Education, University of Kentucky,

Cecil D. Hardesty, superintendent of San Diego County, California, Schools,

Cyril G. Sargent, professor of education and direc-

tor of Field Services, Graduate School of Education, Harvard University, and

Grant Venn, superintendent of schools, Corning, New York.

Education and the election

THE BATTLE is over and the smoke has blown away. The American people have registered their judgment as to those they want to represent them at the federal level. How did education fare, and what are its prospects in the immediate years ahead? Both major parties and their presidential candidates came out strongly for federal financial support for schools, and especially for building construction.

Undoubtedly the political campaign did much to focus the people's thoughts on schools and the Federal Government's responsibility for them. There is reason, too, to believe that public opinion is more and more solidifying to the need of such support. It is our opinion that substantial federal support for schools is fast, and finally, approaching.

Appraisal of citizens committees

FOR THE PAST several years citizen committees for schools have sprung up throughout America. Maybe all of them could be said to have one purpose in common: to help secure better schools. In all other ways, most of them vary greatly. They vary in organization, size, purposes and procedures. Some of these committees are national, some state-wide, some local. They tackle all sorts and kinds of problems—some indeed exist for the avowed purpose of helping other citizen committees.

A few years ago, school boards and administrators were fearful and, not infrequently, opposed to such committees. Today all tolerate them; many welcome them, and work with them. If the future is shaped in part at least by the past, we shall see more and more such committees. It therefore becomes highly desirable to study their past history, to try to discover what makes some committees useful and others not.

It is also important to study relationships between committees—national and state, state and local. The relationships between committees and boards of education, administrators and professional staff also require much more attention. The results of all such studies should have a great influence on the future work of citizen committees and their constructive influence in obtaining better schools.

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NEA Journal, Washington, D. C.

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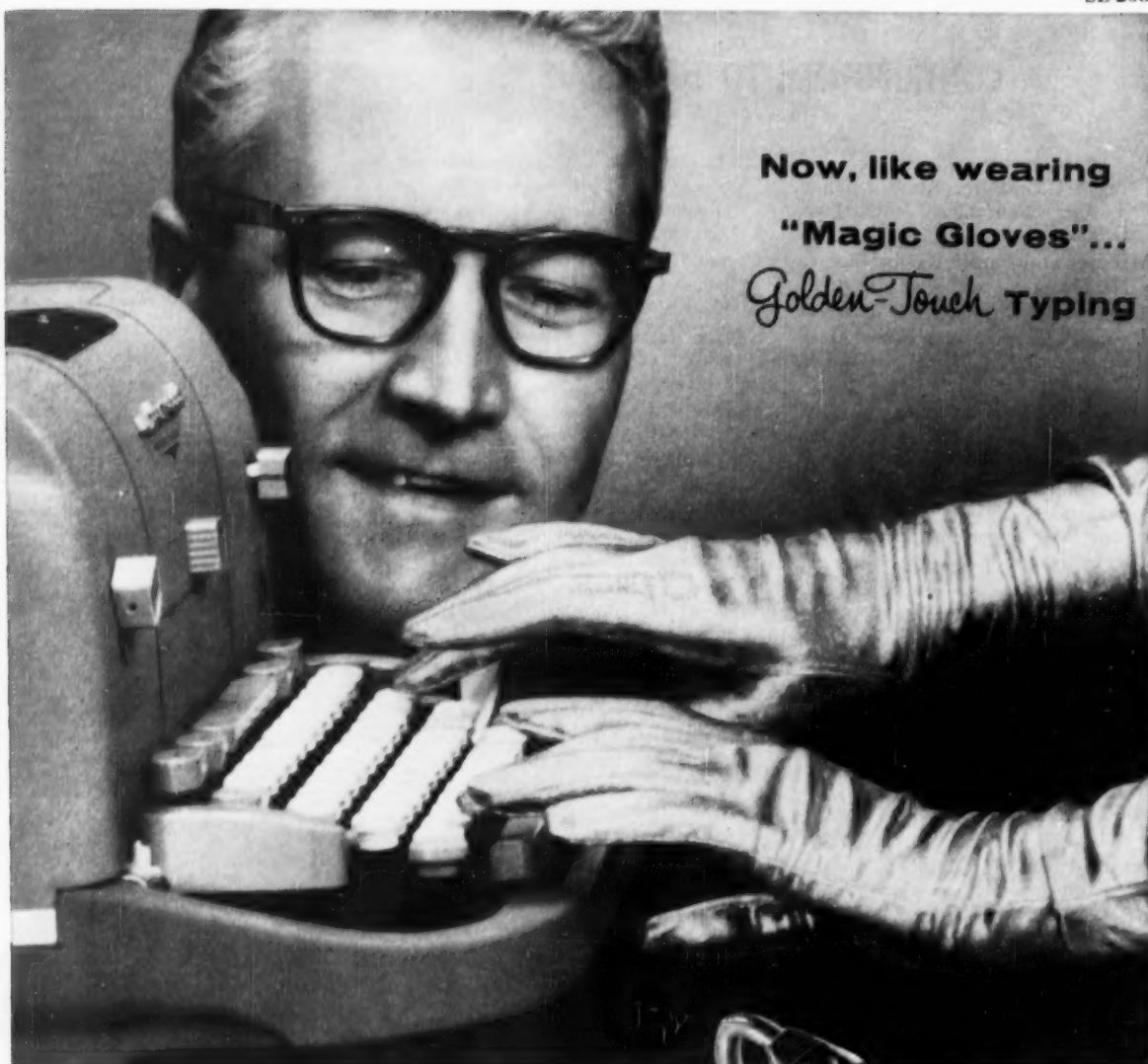
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Administration

Your School and Staffing—Modern Practices and Concepts of Staffing Schools by the Cooperative Development of Public School Administration, 1956. Research teams from five universities report results of a year-long study in answer to the dual question: what are the emerging concepts of good administrative organization and staffing in public school systems? Further information may be obtained from Daniel E. Griffiths, 152 Washington Ave., Albany 10, N.Y.

Teaching

Syracuse and Teacher Education: the first fifty years unfolds the history, origin and growth of one of the pioneering schools in teacher preparation—the people who moulded it, the programs it initiated, and the events that have contributed to establishing teaching as a profession. Syracuse University Press, Syracuse, N.Y.

Curriculum

Source Material for the Improvement of Reading, 1952-1956, is designed to bring the more recent publications and latest philosophies regarding reading to the attention of teachers, particularly junior high school teachers. Board of Education, Bureau of Educational Research, City of New York, Publication #37, October, 1956.

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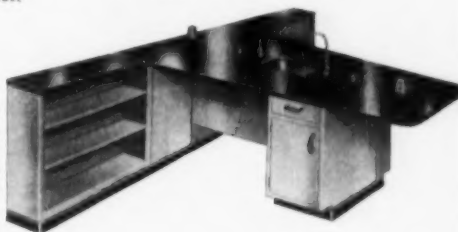
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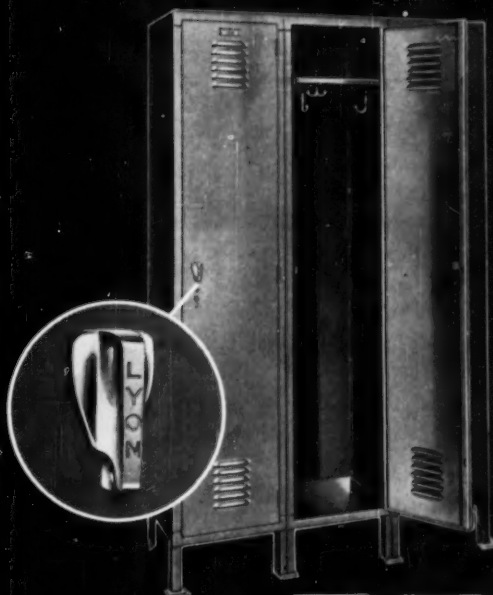
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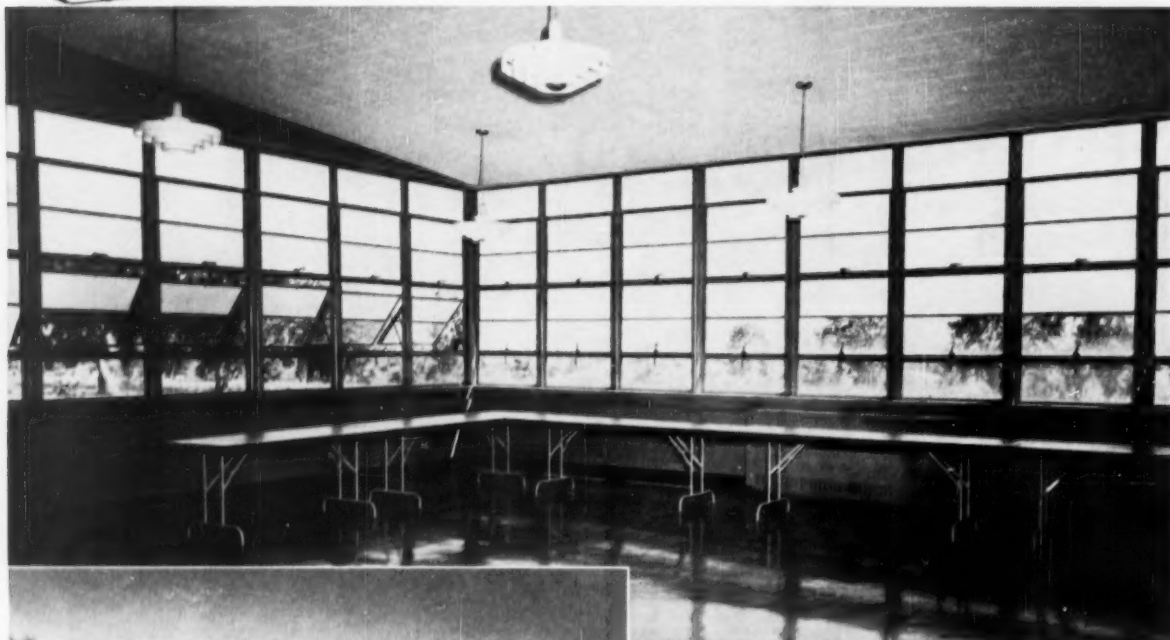
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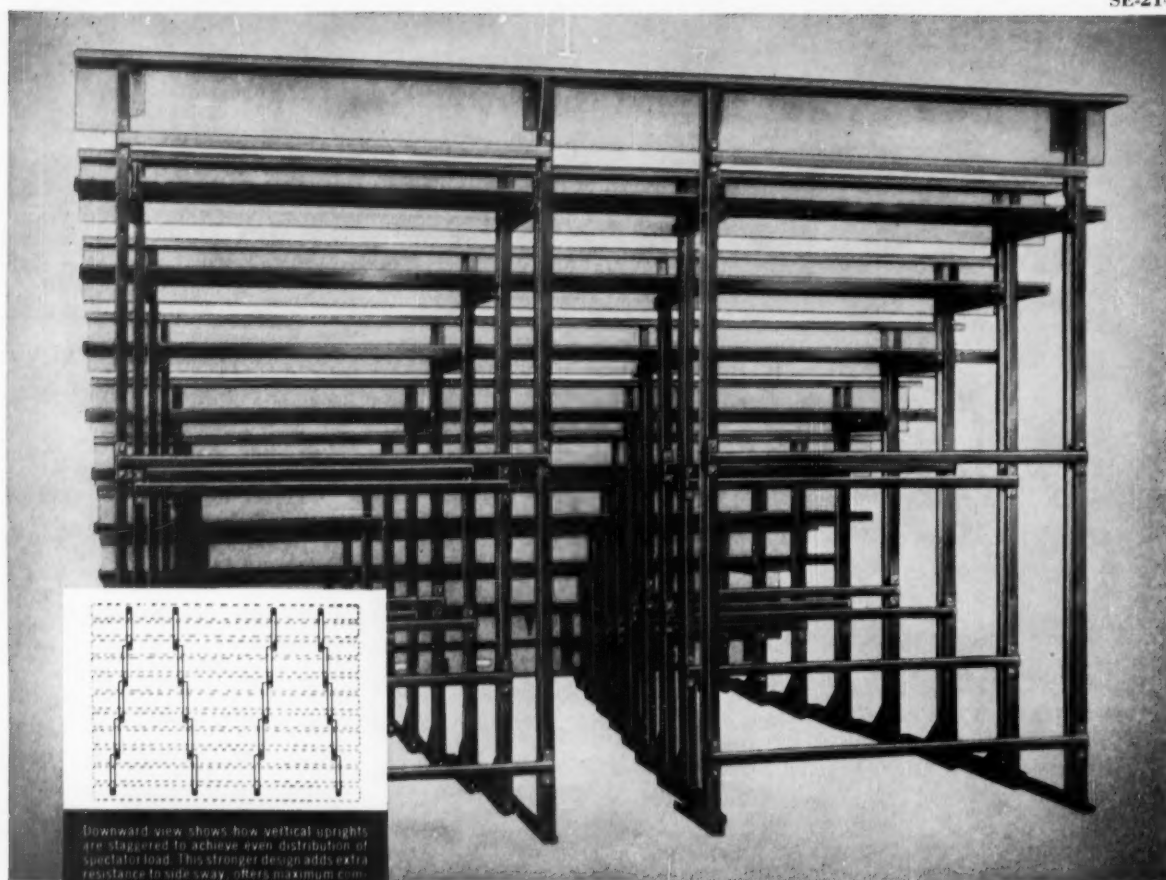
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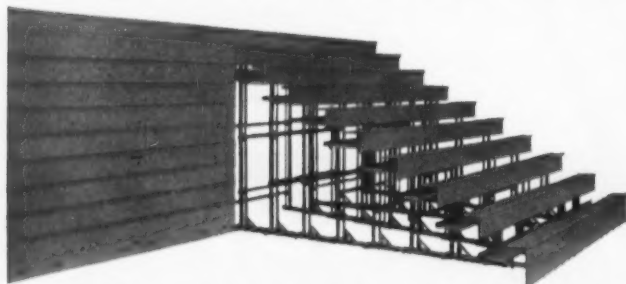
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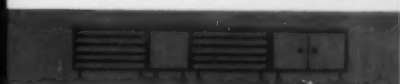
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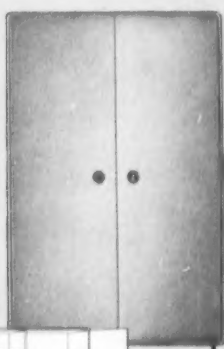
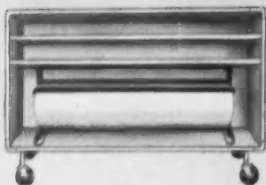
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OUR SCHOOLS

what the citizen wants to know about education

A writer reflects on 1956

The Layman's Attitude Toward His Schools

I HAVE BEEN ASKED to answer the question of what school events were of particular interest to laymen in 1956. Well, one thing that happened was that all across the nation the schools opened on schedule and some 37 million youngsters left their homes every morning to get an education. This is the main school event that interested laymen.

Another thing was that to the surprise of practically no one, school taxes went up in most towns, as they have almost every year since the war. This interested laymen very much.

The defeat of proposals for federal aid to the schools disappointed some laymen and delighted others. But I believe that 1956 was the first year when a majority of the American people wanted some form of federal aid for education, and that the defeat of legislation for it last July was a miscarriage of government. In the long run, the fact that most people wanted federal aid may be more important than the fact that they didn't get it right away.

The troubles concerning school integration in the South naturally affected people in different ways, according to their beliefs on this issue. But I think there was general shock at the discovery that normal legal procedures can actually break down in this country. The riots scared almost everyone. Distaste for violence was counterbalanced in the minds of most people of good

will, I think, by the thought that troubled waters are healthier than stagnant ones. At last, something is being done about racial segregation in the schools. For those who know the strong feelings of the South, the road ahead looks tortuous. But there is some relief in the thought that the journey has been started.

It is impossible to prove these things, but I think that last year the public came to understand, as it never has before, the need to spend great sums of money on education. One reason is that the relationship of education to this nation's struggle with Russia has been clarified. The statistics concerning our rising birth rate—which have been repeated so endlessly ever since the war—have at last made an impression. Furthermore, the rising standard of living in this country has been accompanied by increased indignation at shabby schools. Today, I think,



most Americans expect really good schools for their children and are prepared to pay for them.

In my opinion, however, the public has not been so responsive to complaints about the teacher shortage. One reason for this is that the teacher shortage, unlike the shortage of buildings, is in-



By SLOAN WILSON, education editor of the New York Herald Tribune, consultant to *Parents' Magazine* and author of the best-selling novel *The Man in the Gray Flannel Suit*.

visible—there always appears to be a teacher in every classroom. Another reason is that there is a little misrepresentation in the trumpetings about the teacher shortage, and the public has been quick to detect it.

In spite of all the talk about the teacher shortage, many states have more and better teachers than they ever had before. The "shortage" is actually part of an attempt to raise the standards of teaching, and those standards are always kept a little above the supply of candidates able to meet them. Make no mistake, I am wholeheartedly in favor of raising the standards for teachers,



but perhaps that fair cause should be presented to the public directly, rather than in terms of a shortage. The public, I believe, would be sympathetic to the need to require higher and higher standards of teachers, but constant outcries against a shortage no one can see fall upon deaf ears.

During 1956, I think, most laymen continued to be somewhat skeptical toward the organized teaching profession. Too often laymen get the impression that teachers are speaking for teachers rather than for children. Here are some cases in point: the expressed fears of some teachers that television in the classroom would reduce the number of jobs available; the generally suspicious attitude of teachers and administrators toward the Bay City Experiment and similar plans; and the continued existence of certification requirements which appear to the layman to keep qualified people out of the profession. Coming in the midst of complaints about the teacher shortage, these things strike a sour note.

I believe that laymen generally are puzzled by the continued and ferocious opposition of teachers to any form of merit pay. To the layman it seems obvious that the injustice of paying unequal people the same is greater than the inevitable mistakes which attend any merit pay plan. The argument that it is impossible to judge the quality of teaching convinces few laymen, for it is equally hard to judge many other kinds

of endeavor where judgments must, nevertheless, be made.

It is of course possible that teachers are right in objecting to proposals for merit pay, and it is also possible that certification requirements must be as varied and detailed as they are throughout the country. If this is so, however, most laymen have yet to be convinced. These issues remain as obstacles to full understanding between teachers and the public, and the situation was improved little if any in 1956.

On other fronts the picture is obviously more hopeful. Most laymen, I believe, have now made up their minds that Johnny can read, after all. The ancient controversy between "progressive" and "traditional" education happily continued to diminish. It is also a great pleasure to note that the hysterical cries of "Communism" or "Socialism" in the schools, which were heard so frequently in the years immediately following the war, made little noise in 1956.

Another point of progress during the year was the increased public acceptance of modern design in school buildings. Most school buildings erected during the year eschewed phony Colonial or Greek design, and there was little public outcry.

In spite of reservations about the organized teaching profession, I believe that the public continued during 1956 to revise its estimate of what teachers should be paid. In many communities teachers' pay was increased, yet I am sure few people feel that teachers are yet paid anywhere near enough.

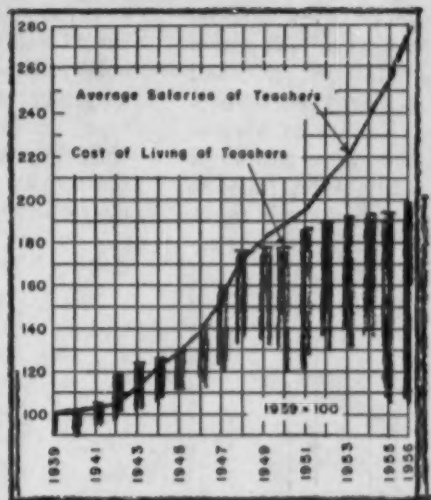
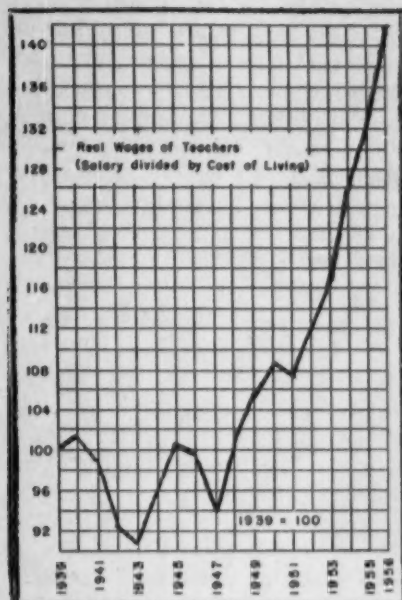
More Trust than Apathy

In spite of the White House Conference on Education, it does not seem to me that 1956 saw any great upsurge in citizen activity on behalf of the schools, but there are aspects of health in this phenomenon as well as reflections of apathy. By and large, I believe the public came to trust its school board members and school administrators more during 1956 than in preceding years. The hot airs of suspicion and the clouds of confusion had been largely swept away, and few laymen felt called upon to act on an emergency basis.

To sum up, I think the year 1956 was, by and large, a hopeful one for the schools. Most laymen would like to see certain changes within the teaching profession, just as they would like to see changes in other professions. But public confidence in the schools and willingness to spend money for education have never been greater than they are now.

The year 1957 obviously will be one of enormous opportunity. The stage is set, I believe, for the most dramatic progress in public education this nation has ever seen.

Salaries, Bonds and Building Costs



The index of teachers' salaries continued to advance during the past year. Although real wages made a satisfactory gain in 1956, the cost of living also took an upward spurt toward the end of the year.

THE YEAR 1956 was a most unusual one for school buildings and school bonds. The amount of school building reached an all-time high, and so did their cost. School bond interest rates went through a sensational increase because of the Federal Reserve Board's action.

School building prices started the year at 214 (1939=100), and ended the year at 223. This is a rise of between 4 and 5 percent. Many factors contributed to the increase. Almost all building materials advanced in price. The continued record volume of construction kept most materials from becoming too plentiful. The steel strike at mid-year led to some temporary local shortages of steel. The resulting sharp rises in the price of steel brought many other increases. These increases in other fields were still taking place at the end of the year. It does not seem as though they are over even at this time.

Building labor costs continued to show a remarkably steady upward trend. Although the amount varied monthly, the average has not been far from one half of one percent per month during the year. There is nothing in the picture at this time to indicate a change in the labor cost situation. There seems little doubt that the rise in labor costs is well above the rise in labor efficiency. Therefore, we can probably expect a continued rise in prices. In addition, many of the labor contracts provide for automatic increases at some time in the future.

The rising cost of new school bond prices dur-

ing the past year was one of the most unusual in the last generation. School bond prices had been rising during the latter half of 1955. From January to May of 1955 school bonds had shown a very slight tendency to rise in interest rate. Beginning in June 1955, however, there was a fairly substantial rise. These rising interest rates carried through the entire year 1956. During the year the Federal Reserve Board tightened credit again and again. The net result was a steady sharp rise in interest rates.

By the end of 1956 we began to have interest rates on school bonds that had not been seen for over a generation. Many school bonds were sold for more than 4 percent; a few went for more than 4½ percent. In some extreme cases interest rates approached 5 percent. These interest rates on school bonds began to sound like the situation in the 1920's, rather than what existed through the 30's, 40's, and 50's. Interest rates under 3 percent were becoming relatively rare at the end of 1956, and those under 2½ percent extremely rare. It is interesting to recall that during the

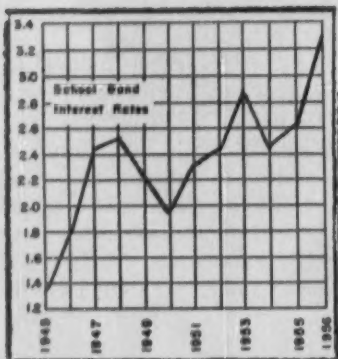
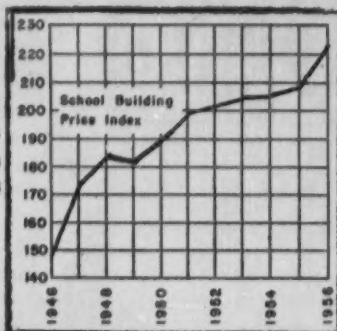


By HAROLD F. CLARK, professor of education, Teachers College, Columbia University. Regarded as an authority on education and economics for his work in this country and abroad, Dr. Clark has written this monthly feature of *The School Executive* for many years now.

first five months of 1955 the average interest rate never rose as high as $2\frac{1}{2}$ percent. The average for 1954 was well under $2\frac{1}{2}$ percent.

There was a very large number of commercial and industrial bond issues that were withdrawn from the market. In some cases interest rates had reached a point at which the prospective borrowers no longer considered it wise to borrow money. A few school bond issues were postponed at least temporarily. A good many others failed to sell on the first attempt. It must be kept in mind, however that these conditions were what the Fed-

School construction and building costs reached all-time highs in 1956.



School bond interest rates in 1956 rose to levels that have not been seen in over twenty five years.

eral Reserve Board was trying to bring about.

The authorities in Washington had decided that the boom was proceeding at a rate that would ultimately lead to a sharp decline. The basic reason for raising interest rates was to try to slow down excessive expansion at this time and to hold building to an amount that could continue indefinitely. This clearly meant postponing some present construction. The present policy of the Federal Reserve Board will undoubtedly continue as long as inflationary pressures remain latent

in the economy. Any effort to predict interest rates at this time is clearly a guess at two factors: One, how strong the business boom will continue to be, and two, what actions the Federal Reserve Board will take. If business showed any appreciable decline, there would be every reason to assume that credit restrictions would be relaxed almost immediately. There is a widespread opinion that there will be no easing of rates in the immediate weeks ahead. Both of these conditions however could change in a very short time.

Index of Teachers' Salaries

The index of teachers' salaries continued to advance during the past year. The real wages of teachers made a very satisfactory gain. The real wages of teachers began the year at 140 and ended the year at 147 (1939=100). This is a gain of close to 5 percent. This of course is highly satisfactory but its gleam is offset by the fact that the average of all salaries and wages increased about the same amount as teachers' salaries.

It is quite true that the relative wages of teachers were no worse at the end of the year than at the beginning, but, on the other hand, they were little better. It is in view of the inequality of teachers' salaries during the past 17 years that the increases must be evaluated. During the war, teachers' salaries declined drastically as compared with other salaries. That decline has never been regained, and at present there is very little indication that it will in the near future. This remains one of the most serious problems confronting the teaching profession. How are teachers going to get the relative salaries back to where they were before World War II?

The cost of living of teachers took an upward spurt towards the end of the year with the rise of prices in general. If prices continue to rise 2 or 3 percent a year, and if other wages continue to rise 4 or 5 percent a year, teachers, too, must look forward to a fairly continuous increase almost every year.

All things considered, 1956 was a satisfactory one from an educational standpoint. The volume of school building construction was the largest on record and the salaries of teachers at least kept pace with the rise of other salaries and remained well above the average rise in living costs.

Next Month: The Importance of Professional Meetings—C. C. Byers

No. 147. Reprints in quantities of ten or more may be purchased from *The School Executive*, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00; for 12 months: \$10.00; 25 copies for 1 month: \$2.00; for 12 months: \$20.00; 50 copies for 1 month: \$3.00; for 12 months: \$30.00; 100 copies for 1 month: \$5.00; for 12 months: \$50.00.



Essential reading for anyone planning a new school building

... reveal startling facts
about the effect
classroom thermal environment
has on the learning process.

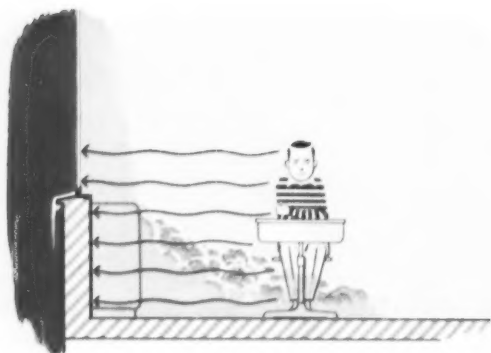


Before you buy classroom heating and ventilating equipment
you should read this big, new brochure . . .

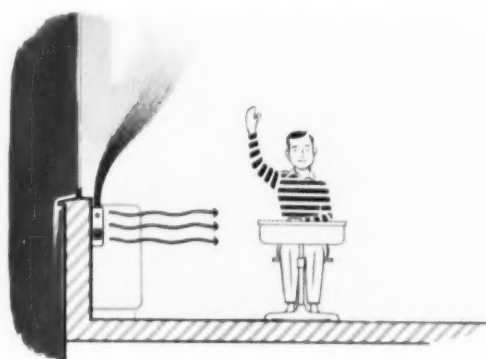
it tells you how to obtain the protected learning environment
that will insure the *maximum yield from good teaching!*

Wind-o-line Radiation makes the difference!

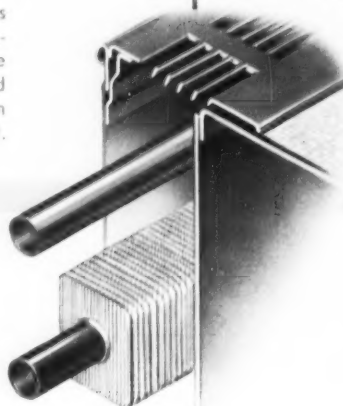
Indoor thermal comfort is related not only to room air temperature,
but to the temperature of the surrounding surfaces as well.



Without Wind-o-line Protection, pupils seated near large windows are uncomfortable on cold days because they lose too much body heat to cold surfaces and are exposed to chilling downdrafts—even when the room air temperature is right.



With Wind-o-line Protection, windows, outside walls and floor are warmed to offset the loss of body heat, and a rising blanket of heated air warms and diverts the chilling downdraft. Now all students sit in a protected learning environment.



Wind-o-line Radiation installed all along the cold window wall is the bonus feature in the Nesbitt system of heating, cooling and ventilating. Wind-o-line may be concealed by wall-hung enclosures or Nesbitt storage cabinets.

The Nesbitt Series Hot Water Wind-o-line System provides the protected learning environment at proven lower costs.

You save through: elimination of costly pipe trenches, runouts and pipe covering; smaller pipes and pumps; factory installed piping in the unit ventilator.

The Added Protection of Wind-o-line Radiation Increases the Yield of Good Teaching



Send today for your copy
of Publication 101.
It tells how you may obtain
more learning per school dollar.

CLASSROOM HEATING AND VENTILATING EQUIPMENT BY

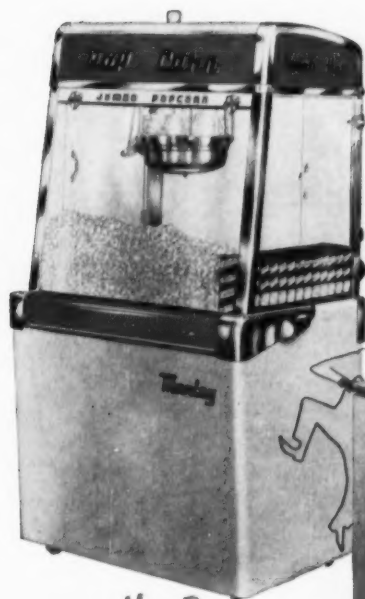
Nesbitt

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa. Sold also by American Blower Corporation and American-Standard Products (Canada) Ltd.



Schools all over America are Making Money!

THEY'RE USING MANLEY EQUIPMENT TO RAISE FUNDS
TO BUY THE THINGS THEY NEED AND WANT



Manley VistaPop

... popcorn machine, in full view of customers, in its "see through" kettle, pops fresh, hot delicious popcorn. The Vista-Pop is semi-automatic and easy to operate—a few minutes instruction is all that's required. It takes only 9 square feet of floor space.



ATHLETIC EQUIPMENT • BAND
AND CHEERLEADERS' UNIFORMS
PROJECTORS • RECORD PLAYERS
AND ALL THE MANY THINGS THAT SCHOOLS
NEED BUT NEVER SEEM TO HAVE THE MONEY
FOR, ARE NOW IN REACH.

Manley Ice-O-Bar

... soft drink dispensing machine, serves three flavors at the rate of 1,000 cups per hour—every cup ice cold. It is entirely self-contained and requires less than 3 square feet of floor space. Easy to install, simple to operate.



ALL

PAID IN FULL

with Profit from Manley Equipment. Learn how your school can do the same, send this coupon today!

Using a Manley Ice-O-Bar soft drink machine and a Vista-Pop popcorn machine as "fund raisers" is a pleasant, easy way to get the extra money your school needs. Students volunteer to operate the machines at dances, athletic events, social and club functions... in fact, everywhere that crowds gather. Anyone can operate Manley equipment after just a few minutes instruction, and everyone in a crowd is eager to buy delicious popcorn and refreshing soft drinks. Your school reaps the profit on their purchases, as Manley equipment truly turns school fun into school funds!



MANLEY, INC.

1920 Wyandotte St.
Kansas City 8, Mo.
In New York
630 Ninth Ave.

MANLEY, Inc., 1920 Wyandotte St., Kansas City 8, Mo., Dept. SE-157.

- ☐ Please send more information on how my school could benefit from an Ice-O-Bar and/or a Vista-Pop.
- ☐ Please send me the names and addresses of schools that have installed and operate Manley equipment.
- ☐ Please have the Manley man call and explain the details. No obligation, of course.

Name _____

Title _____

School _____

City _____ Zone _____ State _____



safe KARDEX®

You can protect their future by maintaining their vital student history records at point-of-use in REMINGTON RAND® certified, insulated equipment.

This makes sense, for every day 12 schools in the U.S. have fires and nearly half of all these fires occur during school hours when records are in use. If fire strikes your school, will your records survive?

"Your records...and how you can protect them" is a free offer booklet that can quickly assess the record pro-

tection your school requires. The need is now for fire-safe protection, and just to emphasize our point, we want you to have the factual story of Hillsboro High School and a fire that destroyed everything but the records. Of course, the records were housed in REMINGTON RAND insulated equipment.

Write to Room 1142, 315 Fourth Avenue, New York 10, N.Y. Ask for folders SC777 and SC781. Do it now, there's no obligation!

Remington Rand
DIVISION OF SPERRY RAND CORPORATION

"EASIEST PAINT IN THE WORLD TO CLEAN!"*

PLEXTONE® Multicolored Textured Paint stays cleaner longer, too!

Usually, Plextone can be cleaned easily, quickly, with soap and water. Yet, depending upon how difficult the dirt, how stubborn the stain, you can scrub it—scour it—even sand it! Plextone can withstand such treatment—again and again—because its unique physical properties make it more resistant to wear than ordinary paints. As for staying cleaner longer, Plextone has **anti-static** properties too! Thus Plextone tends to repel dirt!

What is Plextone? Plextone is a revolutionary idea in paint chemistry: a wall coating composed of two or more colors that are applied at one time with just one spray coat. As the separate colors lay in juxtaposition to one another, a thrillingly new, 3-dimensional concept with depth and dimension is achieved. Plextone is available in an infinite variety of multi-colors, all offering easier-to-clean protection and beauty.



* Name on request.

PLEXTONE

Corporation of America

FOUNDED BY MAAS & WALDSTEIN CO.

2138 McCarter Highway, Newark 4, N. J.

Midwest Division: 1658 Carroll Avenue, Chicago 12, Ill.

Pacific Coast Division: 10751 Venice Blvd., Los Angeles 34, Calif.

PLEXTONE Corporation of America
2138 McCarter Highway, Newark 4, N. J.

Please rush free color-flecked PLEXTONE color chips
and application data.

Name

Title (or occupation)

Company

Street

City Zone State



Ralph Heath
SUPERINTENDENT OF SCHOOLS
Yorktown, Indiana



*"People often are hoggish
about paper towels"*

WITHOUT realizing it they'll use from two to four single fold towels just for drying.

— wasting up to 40 inches of towelling.

But you can control this waste.

With savings up to 40%!

How?

By installing WESTROLL TOWELS in West Micromatic Cabinets.*

PEOPLE quickly unroll as little or as much as they want. But without realizing it they take less. Averaging 17 inches of soft, absorbent WESTROLL.

Saves janitors' time, too.

— one filling of the tamper-proof cabinet equals four of a single fold towel dispenser.

— there's less litter to clean up.

And washrooms are cleaner, neater.

*Cabinets are loaned.

"Westroll towels cut costs 25%, ended complaints"

"We've made our custodial staff happier and reduced towel costs a good 25% by installing Westroll Towels and Dispensers in our school lavatories and rest rooms," says RALPH HEATH, Superintendent of Schools, Yorktown, Indiana.

"Our janitors no longer complain that the floors are littered with unused sheets of paper towels — a waste that was disturbing to the administration. The building is cleaner. We're all pleased with Westroll."

Would similar results interest you? Send the coupon.

LARGEST COMPANY OF ITS KIND IN THE WORLD



WEST DISINFECTING COMPANY, 42-16 West Street, Long Island City 1, N. Y.
Branches in principal cities • In Canada: 5621-23 Casgrain Ave., Montreal

- ☐ Please send your free folder on cutting towel costs with Westroll.
☐ Please have a West representative telephone for an appointment.

Name.....

Position.....

Mail this coupon with your letterhead to Dept. B





Janitor's Pet...
a Vina-Lux®
FLOOR!

Vina-Lux
REINFORCED
VINYL TILE

VINA-LUX floors will bring a smile to the face of your school custodian. These floors stay clean longer — resist stains — clean easier — require far fewer hours of back-breaking toil to keep them bright and attractive.

VINA-LUX is highly dirt and grease resist-

ant, impervious to normal wear or strain. In 21 colors and 4 gauges, VINA-LUX meets every requirement of both service and decor with surprising economy and low-cost maintenance. No wonder it's the favorite floor in finer schools everywhere!



AZROCK PRODUCTS DIVISION
UVALDE ROCK ASPHALT CO.
521 Frost Bank Building • San Antonio, Texas

Azrock Floor Products Division
521 Frost Bank Bldg.
San Antonio, Texas

Please send full information on VINA-LUX — the answer to my school floor problems.

Name _____

Company _____

Address _____

City _____

State _____

VINA-LUX • AZROCK • DURACO & AZPHLEX FLOORING TILE



Booths A33-35, A.A.S.A.
Atlantic City Convention

**Universal's new mobile Poweroller* enables
one man to do all opening and
closing of 10, 15, 20
or more rows**



**No physical effort for custodian;
Poweroller* handles all operations
at touch of switch**

No longer need the operation of folding gymnasium bleachers be a problem involving slow, inaccurate efforts of two, three or four men per section. Now, with Universal's new Poweroller, all Roll-A-Way Bleachers can be operated by one man who opens or closes any section (10, 15, 20 or more rows) in a few seconds... all sections of the gymnasium in just a few minutes... accurately and safely.

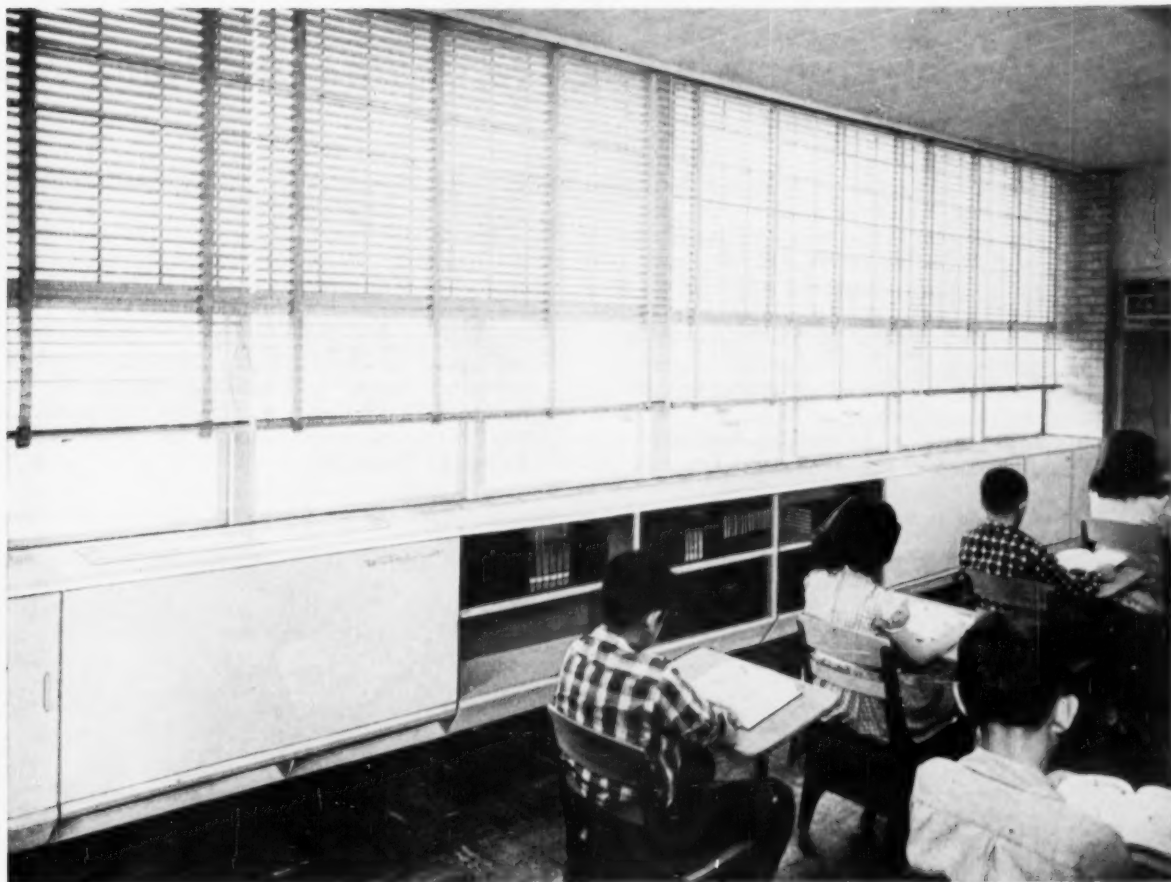
Poweroller is a compact mobile electric power unit with 100-foot detachable cord which may be plugged into any 100-V AC 60-cycle outlet. To operate, just direct the extended gripper arm into the small opening under the front row seat. This engages an attachment bar under the bleacher section. A slight touch of the handle switch starts action... and you have complete control of the bleacher movement. Pneumatic tires protect the gym floor, yet give Poweroller enough traction for positive, easy opening or closing of the bleachers. The operator does nothing but guide the unit from section to section and direct its action. Bleachers may also be opened or closed by hand if ever desired.

Here is gymnasium seating at its best. Poweroller not only speeds up operation, but does a more careful job. The gripper arm can make contact at only one spot, the exact center of a section... and the attachment bar assures an even push or pull over the entire area. *Safe, accurate operation is guaranteed!* Powerization is available for all new Roll-A-Way installations immediately... and the extra cost is so small that it never needs to be a determining factor. If you are planning a gymnasium, investigate today.

★ T. M. Reg. ★ T. M. Reg.—Pat. Pend.

UNIVERSAL BLEACHER COMPANY

Champaign, Illinois • Representatives in principal cities



New Westinghouse Air Blender...

An Improved — Low Cost — Method of School Heating, Ventilating and Cooling!

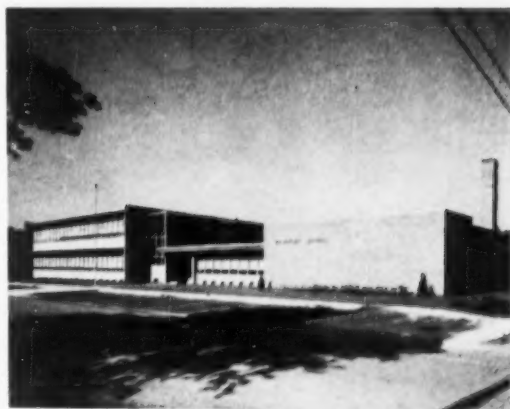
You'll save all these ways with Westinghouse Air Blenders

- Eliminate fans, filters, motors, and electric wiring in classrooms.
- Eliminate costly and unsightly outside wall boxes.
- Eliminate cold window down drafts with "draft stabilizer" units.

Compare this new concept in school heating and ventilating with any other system. You'll find the Westinghouse Air Blender adds up to operating savings — and a s-t-r-e-t-c-h-e-d budget dollar!

Ask your nearest Westinghouse-Sturtevant Sales Engineer for details, or write for informative booklet to Westinghouse Electric Corporation, Sturtevant Division, Dept. 19A, Hyde Park, Boston 36, Mass.

**WESTINGHOUSE
AIR HANDLING**



McKinley School, Joplin, Mo., one of the many modern school plants equipped with Westinghouse Air Blenders.

J-80608

YOU CAN BE SURE...IF IT'S **Westinghouse**

A fresh air seat for

No sleepy corners . . . no stale air spots . . . no

You know how school children can fidget in a drafty room—or become drowsy in stuffy, stale air.

That's what happens with ordinary heating-ventilating systems that leave sleepy corners, with some spots cold and drafty while others are hot and stuffy—in the same room at the same time!

One system prevents such discomfort—keeps school children more attentive by providing each pupil with a "fresh air seat" all day long at any season, Fall, Winter or Spring.

This system consists of TRANE Unit Ventilators with *Kinetic Barrier Action*. The TRANE system blends and

distributes fresh, filtered air to every corner of the room . . . every minute of every day!

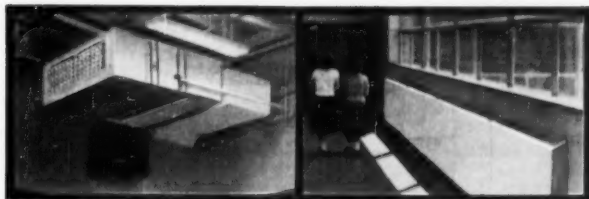
How? By the *Kinetic Barrier Action* that provides powered ventilation across the entire length of outside wall or window. With TRANE Unit Ventilators, you virtually eliminate wasteful overheating, stop cold window drafts. Thus you give *every* child an ideal climate for learning, at the lowest possible cost.

Just ask your architect, consulting engineer or contractor about TRANE Unit Ventilators for *your* school. Have him contact his nearby TRANE Sales Office—or write TRANE, La Crosse, Wis.

The Trane Company, La Crosse, Wis. • Eastern Mfg. Div., Scranton, Pa. • Trane Company of Canada, Ltd., Toronto • 90 U.S. and 19 Canadian Offices



every pupil in the room drafts...with *Trane Kinetic Barrier* ventilation



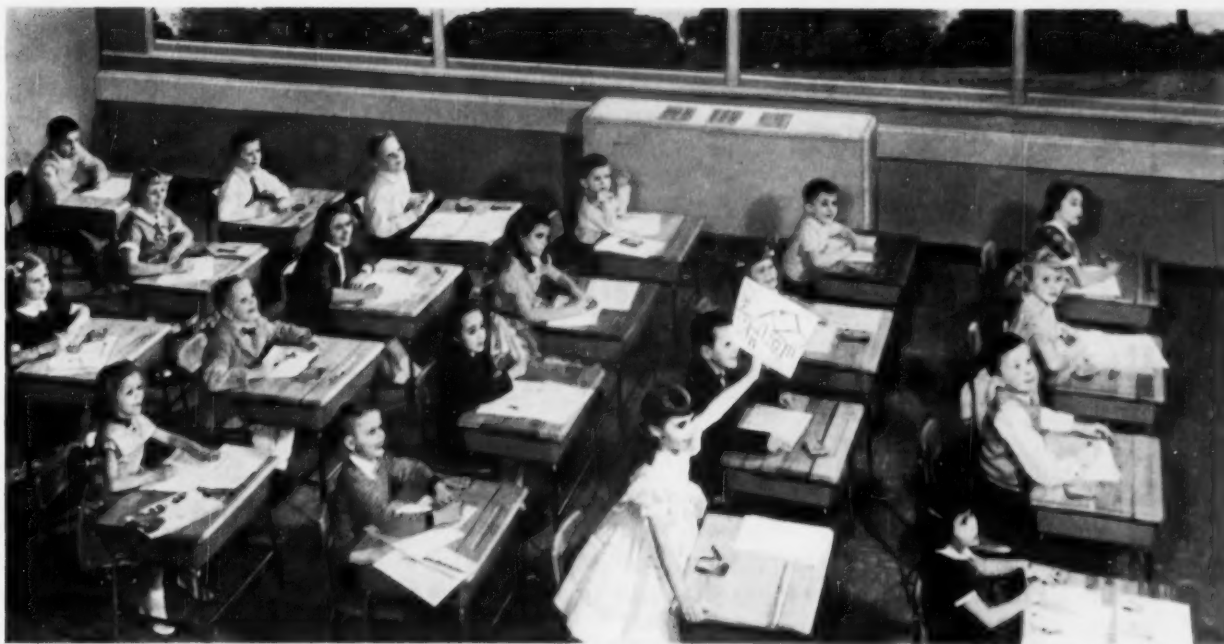
In gymnasiums or locker rooms, TRANE Torrivents heat and ventilate, blend in outside air in any desired proportions and gently warm the atmosphere. No more stale "gymnasium odors!"

In corridors, TRANE Wall Line and Wall Fin Convectors bring draft-free heating to long wall and window runs. Units are adaptable to any size installation, any location.

For any air condition, turn to

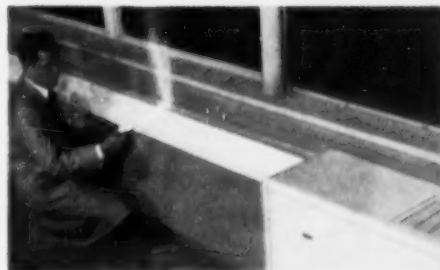
TRANE

MANUFACTURING ENGINEERS
OF HEATING, COOLING, VENTILATING
AND HEAT TRANSFER EQUIPMENT



Kinetic Barrier Action works like this: Air (warm or cool, as called for by the room thermostat) is delivered under pressure from wall to wall extensions. As it rises to the ceiling, it picks up room air... creates a gentle, circling flow of uniform ventilation across the entire room. The room warms up fast. Instant response to thermostat stops wasteful overheating, provides fast morning warm-up. No hot spots, cold spots, stale air spots anywhere, at any time. A fresh air seat for every pupil in the room!

Stops drafts before they start! This smoke test shows how TRANE Unit Ventilators solve the window downdraft problem with *positive protection*. Chilled air from icy window panes is blocked by an upward rising column of tempered air across the entire window. Unlike systems that depend upon off and on again wall-length heating elements, the TRANE *Kinetic Barrier Action* stops window drafts *full time*—even when the thermostat has shut off room heat. There's an ideal climate for learning—all day long.





Recent installation of HALLOWELL School Shop Furniture. Line has many exclusive new features.

NEW—a complete line of HALLOWELL School Shop Furniture

School shops can be completely fitted with new HALLOWELL Furniture at a fraction of the cost of custom-designed furniture. These rugged, functional units were specially developed for use in industrial arts and vocational shops. Designs and construction features, materials and quality are the same as found in HALLOWELL shop equipment, a leading line throughout industry for many years.

Only a few models in the HALLOWELL School Shop Furniture line are illustrated here. See our bulletin, Form 2246, for complete information. Write for your copy today. HALLOWELL Shop Equipment Division, STANDARD PRESSED STEEL CO., Jenkintown 76, Pa.

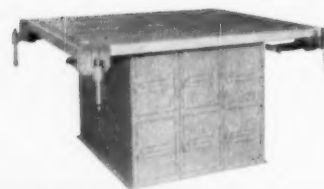


HALLOWELL SHOP EQUIPMENT DIVISION

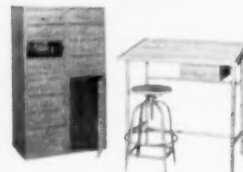
STANDARD PRESSED STEEL CO.

SPS

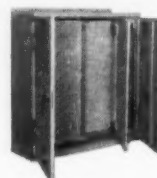
JENKINTOWN PENNSYLVANIA



4-position wood working bench, with locker base and laminated wood top. HALLOWELL woodworking benches are available in 2 and 4-position models, also with open or cabinet bases.



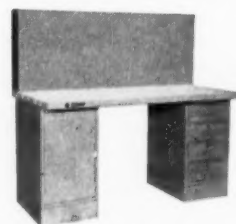
Drawing furniture. Satin-finish tubular aluminum base drawing table. Built-in guides for instrument drawer. Drawer is locked in case unit when not in use. Case unit stores 12 drawers and 12 drawing boards.



Tool storage cabinet. New wall-mounted cabinet has "boy-proof" all-steel peg-boards for safe storage of tools. Many types of storage cabinets—wall mounted or free-standing—are available.



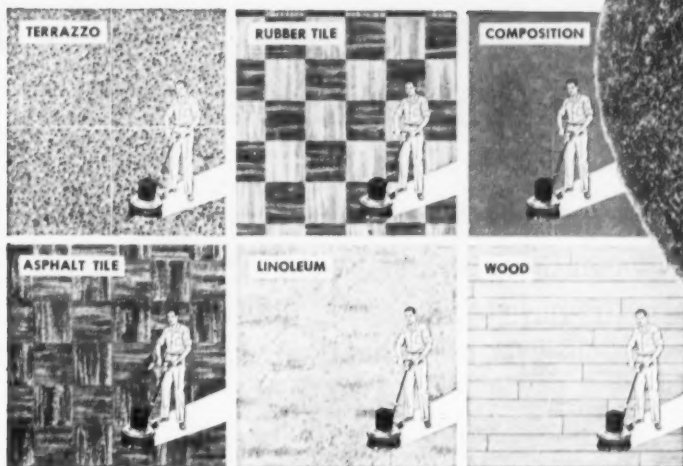
Glue bench, all-steel with built-in racks and lower shelf, for convenient storage of clamps and tools. Also available with stainless steel work surface.



Electrical test bench. Has resinwood-surfaced laminated wood top, ample space for storage of tools and materials. Removable plywood test panel can be drilled or cut for instrument mounting.

THE SCHOOL EXECUTIVE

You clean any type flooring faster—better—more economically with **BRILLO FLOOR PADS**



Brillo Floor Pads give extra-long service. After using, simply shake out the pad, reverse and use again

YOU GET CLEANER FLOORS with a longer lasting gloss at lower maintenance cost when you use Brillo Solid Disc Steel Wool Floor Pads.

Solid Disc Gives Greater Coverage! With a Brillo Floor Pad the entire surface of the pad works for you—cleans *all* the floor it covers... saves time. Cleans and buffs at one time... saves labor. You get cleaner floors with less swirl marks.

Lasting sparkle for your floors! Brillo Floor Pads speed the waxing process—bring out floor

beauty quickly—because cross-stranded Brillo metal fibers give gentle abrasive action in every direction. A daily once-over with a dry Brillo Floor Pad easily removes dirt, grime, scuff marks—makes original waxing last much longer—avoids wax build-up—eliminates frequent stripping and re-waxing.

Efficient... easy to use! Simply place pad under brush of rotary floor machine. Operate as usual. Brillo Floor Pad stays in place... does not buckle... machine does not bounce. Sizes for every machine. All grades for every job.

Brillo Pads clean and polish
Hardwood, Linoleum, Asphalt and
Rubber Tile, Terrazzo, Composition

Available from your dealer in
all grades and all sizes from 8"
to 22" diameter

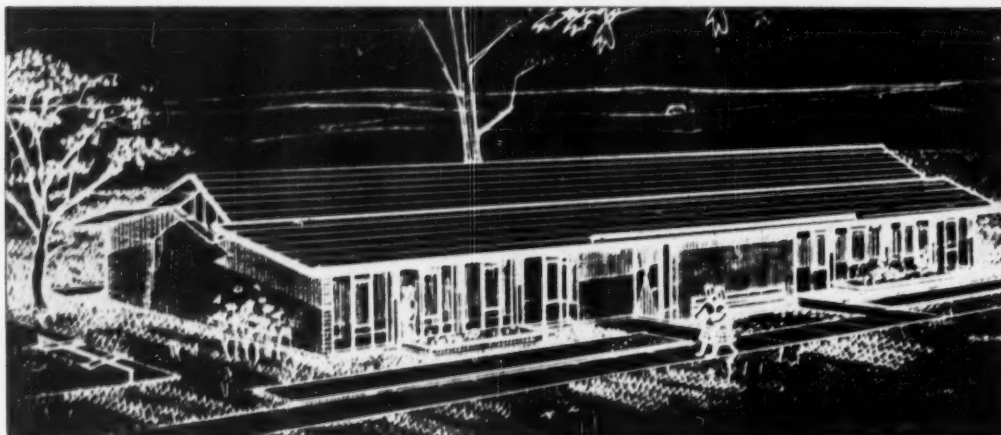
- To remove ingrained dirt, paint, varnish with liquid remover—Grade No. 3
- To remove old wax, excess seal—to prepare floors for waxing—Grade No. 2
- To apply and burnish wax or seal on floor surface—Grade No. 1
- For daily removal of dirt, excess wax, and to buff high polish—Grade No. 0

BRILLO SOLID DISC STEEL WOOL FLOOR PADS

BRILLO MANUFACTURING COMPANY, INC. • 60 John Street, Brooklyn 1, N. Y.

Now...from Lennox, world leader in the science of conditioning air...

a totally new concept in classroom heating and ventilation!



LENNOX DEMONSTRATION SCHOOL, built by Lennox in Des Moines, Iowa, to show school administrators and architects from all parts of the country how the new Lennox Comfort Curtain meets the needs of primary and secondary schools.

This model school, designed by R. C. Ovresat, Architect, A.I.A., and Perkins and Wills, Consulting Architects, and built at a cost of \$50,000, will be used as a living laboratory to continue Lennox research in school heating and ventilating.

An engineering achievement that provides perfect temperature control, constant balance between heating and no-draft fresh air...at savings of \$800 to \$1500 per classroom over other heating, ventilating equipment!

Fresh from Lennox laboratories comes an intriguing advance in the science of conditioning air—the *Lennox Comfort Curtain*!

Product of four years of research and development work by Lennox engineers, here is a new heating and ventilating system that can only be described as revolutionary. For not only is it able to detect the slightest changes in classroom temperature, thanks to its highly sensitive thermostatic controls, but it is able to correct them, *almost instantaneously*. It can bring into the classroom not only heated air, but also fresh, filtered-clean outdoor air... automatically blending the two to maintain the desired comfort level.

There are no drafts, no sudden rises or dips in temperature with the Comfort Curtain, newest scientific development from Lennox, world leader in residential warm air heating and central air conditioning systems. The Comfort Curtain keeps children more alert, more cooperative; they learn more readily; lose less time on account of colds and other infections. One gas- or oil-fired Lennox furnace with air processing unit, comprising the Lennox Comfort Curtain System, efficiently serves two classrooms—regardless of climate, or the student capacity of either room.

SEE A DEMONSTRATION of this trend-setting heating and ventilating system for classrooms! Visit the Lennox display at the American Association of School Administrators Convention, booths 1051 and 1053, Convention Hall, Atlantic City, February 15.

If you are responsible for the construction of new schools or classroom additions to existing schools, you owe it to yourself—and to your community—to consider these four outstanding advantages of the remarkable new Lennox Comfort Curtain System:

1. **COMPLETE FLEXIBILITY.** New classrooms can be added at any time without concern for boiler room capacity. Air conditioning, too, can be installed—either with the heating system or later—at an amazingly economical cost.
2. **QUICK, EASY INSTALLATION.** One craftsman, usually a sheet metal contractor, can do the complete job. No expensive wiring or plumbing is required.
3. **SAVINGS IN FOOTAGE.** No steamline tunnels are needed; no big, space-wasting boilers.
4. **BIG SAVINGS.** From \$800 to \$1500 per room on the cost of original equipment alone. Important savings on installation, too, plus continuing savings on fuel.

For information about the new Lennox Comfort Curtain System, we invite you to wire, phone or write Lennox Industries Inc., Dept. SE, Des Moines, Iowa.

LENNOX

World leader in the science of conditioning air

© 1957 Lennox Industries Inc., Heating and Air Conditioning, founded 1895; Marshalltown and Des Moines, Iowa; Syracuse, N. Y.; Columbus, O.; Decatur, Ga.; Ft. Worth; Los Angeles; Salt Lake City. In Canada: Toronto, Montreal, Calgary.

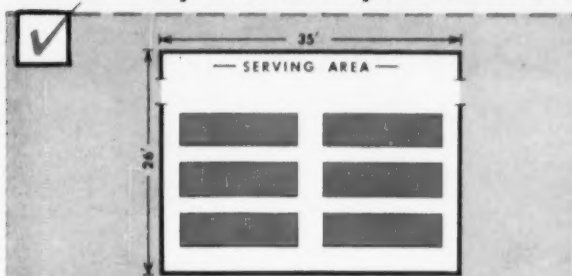
Helpful Ideas on getting the most from Multi-Use Areas

TAKE ANOTHER LOOK AT YOUR GYM

If you need seating-for-eating, for your gym or other multi-use area, you'll find these diagrams helpful. Shown are four of many layouts used in converting available floor space into comfortable, orderly, colorful lunchrooms . . . with Erickson *extremely portable* Fold-A-Way tables with benches.

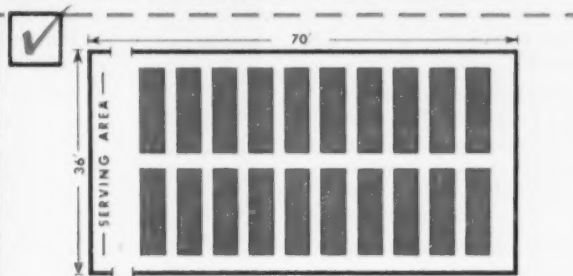


It's easy to convert your Multi-Use Area to a lunchroom . . . in minutes!



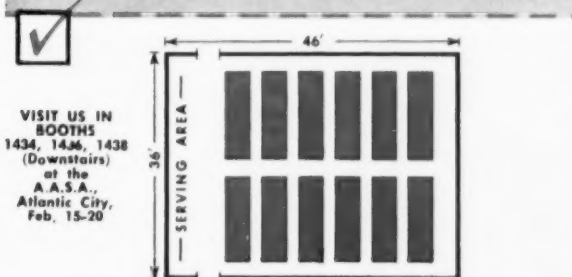
HERE'S SEATING-FOR-EATING FOR 144 STUDENTS

Six 14' tables with benches, each accommodating 24 students, enable you to quickly convert a small area into a lunchroom in minutes. Each table wheels in . . . sets up in seconds ready to use.



HERE'S SEATING-FOR-EATING FOR 480 STUDENTS

Twenty 14' tables may be arranged in an area approximately 70' by 36' as shown. No fuss with separate benches or stools . . . Erickson full-sized benches with plastic tops are an integral part of the unique Fold-A-Way mechanism.



HERE'S SEATING-FOR-EATING FOR 288 STUDENTS

Twelve 14' tables arranged as shown give you efficient multi-use of an area approximately 46' by 36'. Many schools double-up on space by running two shifts during the lunch period.



HERE'S SEATING-FOR-EATING FOR 792 STUDENTS

Thirty-three 14' tables, in an area approximately 76' by 48', give you comfortable accommodations for up to 816 students. One man can set up 33 tables in 20 minutes or less . . . thanks to automatic hydraulic action!

AUTOMATIC HYDRAULIC ACTION!

Just unlatch it . . . the Erickson portable table with benches operates gently! quietly! quickly! by itself as if by magic! This specially engineered hydraulic cylinder controls unfolding automatically.

THEY FOLD-A-WAY
in seconds!

THEY WHEEL-A-WAY
on own casters!

THEY STORE-A-WAY
in little space!

We'd like to Show You!



Midway 5-6465

Gentlemen:

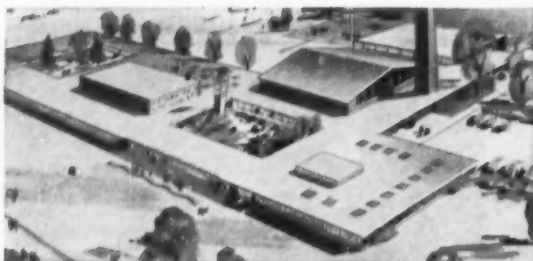
- ☐ We'd like a free demonstration of the Erickson portable with automatic hydraulic action.
- ☐ Send complete information on the Erickson portable.

NAME _____ TITLE _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____



One of 8 Wyandotte schools using Powers Temperature Control.

"A School Without Study Halls or Homework; each class period is used partly for study, and the ideal is to make the work so engrossing for students that they will pursue it voluntarily."

The building surrounds two courts or patios, one of which is shown at right. It has sheltered tables with benches, planting beds and a sundial.

The old bell served the previous Lincoln Junior High School for 50 years.



ABRAHAM LINCOLN JUNIOR HIGH SCHOOL, Wyandotte, Mich.

Architects and Engineers: EBERLE M. SMITH ASSOCIATES, Inc., Detroit

Heating Contractor: L. L. McCONACHIE COMPANY, Detroit



Below: Wyandotte Memorial Pool, Wyandotte, Mich.

Architect: ROBERT L. SVOBODA, Detroit

Mechanical Engineer: THOMAS J. BLACK, Detroit

Heating Contractor: GLANZ & KILLIAN, Detroit, Mich.

Right: Powers Recording Psychrometer provides chart records of dry bulb and wet bulb temperatures.



(C-80)



...used in this school "planned for effective learning"



Among its many noteworthy features the Abraham Lincoln Junior High School has **FLEXIBILITY**... to permit altering classroom size to accommodate future curriculum changes. Classrooms have non-load-bearing partitions which can be relocated. Heating and ventilating is supplied from prefabricated acoustical radiant ceiling panels which can be rearranged to permit future changes.

Versatility of Powers Temperature Control is demonstrated in this outstanding school and the natatorium shown below.

The heating and ventilating system is divided into six zones depending on function of each area. The Powers control system permits normal daytime operation of any zone or zones while the balance of the building remains on economical night control.

Individual Room Control—Each room is equipped with a Powers Day-Night thermostat which modulates a Powers packless valve on the ceiling radiant heating coil. A Powers MASTROL system regulates the temperature of the forced hot water supplied to the ceiling coils. The classroom ceilings consist of perforated snap-on metal pans suspended from radiant heat coils above which a glass fiber blanket

provides insulation and acoustical absorption. The space between is an air plenum from which ventilating air is forced through the ceiling perforations into the classrooms.

Powers PACKLESS Valves a Must—They prevent leakage of water on ceiling and eliminate packing maintenance. Because they have no packing nut or gland to be tightened, oiled or adjusted, there is no binding of valve stem and they give better control.

Ventilation is regulated by Powers controlled fan units located throughout the building.

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Unique Indoor-Outdoor Pool—was built by the City of Wyandotte adjacent to the Lincoln School. Both share its cost and year 'round use, resulting in big savings. Note the large sliding glass doors opening in summer to outdoor sundeck. Heating and ventilating and pool water temperatures are thermostatically regulated by a **POWERS CONTROL SYSTEM**.



Sylvan-Aire Lighting System by Sylvania. Relighting job maintains high 80-foot candle lighting levels at table tops in Hawthorne High School's traditional-styled library. Rows of luminous plastic run between ceiling beams, are mounted flush with bottoms of beams. Installation by Tri-Service Electric Co., Paterson, N. J.

How they put good reading light into a Tudor library

... at Hawthorne (N. J.) High School

IN RELIGHTING the Hawthorne High School library, school architects S. E. Greydanus & Son (Paterson, N. J.) used a successful new approach. They specified Sylvan-Aire... Sylvania's wall-to-wall lighting system... had it divided into separate panels of light between ceiling beams. The rows of translucent plastic shielding were mounted flush with the bottoms of the ceiling beams.

Over-all effect: Clean, straight ceiling lines... a soft, even illumination spread over the entire floor area, blending with the traditional room décor.

Over-all result: Good reading illumination levels of 80 footcandles maintained in all parts of the room, including those corners most distant from windows...

a true shadow-free, glare-free effect. Seeing and reading are easier, room atmosphere is more inviting and conducive to good work and study habits, desk lamps and reading lights become outmoded.

A complete lighting plan to fit your specific school needs can be tailored from Sylvania's complete line of lighting systems and fixtures. We suggest you talk to the Sylvania Lighting Specialist in your area. Or if you prefer, write direct for our free helpful booklet, "Some Whys and Hows of Modern School Lighting," or for other specific data.

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They come in a wide range of styles, aisle standards, upholstery materials, and colors—to harmonize with all decorating schemes and architectural styles. They are designed to fit the body contours perfectly. Their silent, automatic, $\frac{3}{4}$ -safetyfold seat action allows more room for passing, easier housekeeping.

A great many schools and theatres, as well as many concert halls and churches, buy these chairs for two reasons—quality and comfort. A demonstration will convince you. Ask your American Seating man.



WORLD'S LEADER IN PUBLIC SEATING
GRAND RAPIDS 2, MICHIGAN

Few, if any, activities involving school administration are of greater necessity than that of putting first things first. Priorities for the future are determined with increased validity when evaluation of past happenings are first determined. Thus, significant events and dividend paying achievements of any year, once determined, give direction and hope for succeeding years. The difficulty of judging the contemporary does not dim the importance of making the judgment. Recency somehow gives vitality and dynamics to thought as well as action.

As a regular subscriber and reader of *THE SCHOOL EXECUTIVE*, I look forward, particularly, to the January issue. In it I am stimulated by the intelligent and penetrating analysis of educational progress of the preceding year and by the alert observations of some of my distinguished fellow administrators. Never have I been disappointed or without personal reward when I absorb their observations in the January number. For the recruitment of these views and for publishing them for our use, we congratulate the editor.

—Finis E. Engleman
Executive Secretary, AASA



Year of Global Portent

IN THIS SPACE last January, Francis Kep-
pel correctly assessed the American temper of 1955 to
be one of satisfaction with peace, prosperity, prog-
ress and the President's popularity—thereby anticipat-
ing the Republican Party's campaign slogans of 1956.
But I must report that the events of 1956 both at
home and abroad have cast a shadow over this tran-
quil feeling. America faced a growing unrest in
domestic and world affairs. This change was not only
a result of issues raised by the Democratic Party in
an election year; more basically it reflected the
course of events and the growth of serious problems
that began to shake American complacency about
policies at home and overseas.

Domestic affairs

In many economic respects 1956 was a good, if
not a record year. The total output of goods and
services ran over \$400 million. Personal income,
business spending for plant and facilities, industrial
production and employment were at or near record
highs. But all was not prosperity. The building of
new homes declined, farm prices were down, pro-
duction of farm equipment was off, automobile sales
and production were less than in 1955, and manu-
facturing inventories began to build up to serious
proportions. Prices began to increase and inflation
threatened so seriously that the Federal Reserve
Board raised discount rates to discourage the record
amount of borrowing. Banks also increased their in-
terest rates, and the result was the tightest money
market since the Hoover Administration of 1932.

School administrators began to wonder what ef-
fect these trends would have upon the supply of
money for school building construction and what a
price rise would do to the real income of teachers
whose salaries had moved up but admittedly were
not high enough to achieve a fair standard of living
for present teachers nor to attract well-qualified per-
sons into the teaching profession.



By R. FREEMAN BUTTS, director of
the Division of Foundations of Edu-
cation at Teachers College, Colum-
bia University, New York City.

The dominant motif of the year 1956 in politics
was of course the national campaign and election.
The Republicans stood on their record and stressed
above all the popularity and prestige of the President
despite the surgery for ileitis that followed by a few
months his heart attack in 1955. There was no real
issue at the Republican convention over candidates
or platforms despite the small flurry raised by Harold
Stassen and Joe Smith over the nomination of Vice-
President Nixon.

The Democrats hit hard at the whole range of Ad-
ministration domestic policies. They stressed the
"soft" spots in the economy, the predilection of the
Eisenhower Administration for "big" business and
for private development of power and natural re-
sources, and the need to expand social services for the
aged, for health and welfare benefits and for educa-
tion. They especially stressed a federal policy and
federal aid for education.

There was one over-riding element in the range
of issues discussed on both sides that schoolmen could
not or should not have missed. Education was in the
center of national politics as never before.

For the first time in American history, an educa-
tional issue was the most controversial element in the
platform building of our two major political parties.
The civil rights plank as it centered upon the
Supreme Court's decision on desegregation in the
schools was the only item that provided much news-
worthy conflict within the Democratic and Republi-
can conventions.

We Americans traditionally have had the com-
fortable feeling that education is above and beyond
politics. But we can no longer escape the clear fact
that education kept pushing itself insistently and un-
comfortably into the center of public attention in
1956.

This fact should not be startling to those who have
kept abreast of developments in American life and
education during the post-war period. However, the
uncertainty, confusion, and controversy surrounding
education were highlighted in the middle of the sum-
mer and they continued to be on the center of the
stage in the campaign.

The Supreme Court recessed for the summer
under bitter attack for infringing on states' rights in
its decisions on school desegregation and on sedition

procedures in the states. Manifestoes by Southern Senators and Representatives called for curbs on the Supreme Court, maintenance of segregated schools and opposition to civil-rights legislation. The Administration's civil-rights bill died in the closing week of Congress to the evident relief of some members of both parties.

On the other hand, civil-rights groups hammered away at both parties with demands for stronger civil-rights planks in their platforms for the campaign—and education was their chief concern.

Adlai Stevenson and Estes Kefauver criticized the Eisenhower Administration for a weak stand on desegregation in the schools and supported the Supreme Court's decision, but the Southern delegations at both conventions tried to soften the civil-rights pledges—and with some success.

In July the federal aid to education bill was defeated in the House of Representatives after a complicated parliamentary debate in which segregation, civil rights, religion and the private-school issue were all mixed up with partisan politics and economy drives.

Who killed federal aid for education became a matter of specific debate between the major candidates in the campaign. President Eisenhower blamed the Democrats for not supporting *his* program for school construction. The Democrats pointed out that a large majority of Republicans voted to add the Powell amendment to *their* federal aid bill and then when the final vote was taken the majority of Republicans voted to kill the bill. What could not be denied was that more than 90 Republicans who voted for the Powell amendment to deny federal funds to segregated schools then voted against the bill as soon as the amendment was attached; and a shift of sixteen votes would have passed the bill.

At the year's end, the politician and the public were still speculating about the meaning of the election in which President Eisenhower was given an overwhelming victory but the Democrats were given majorities in both houses of Congress. Almost everyone agreed that the personal popularity of the President and the general popularity of the Democratic Party dominated much of the ticket-splitting vote. In any case, the election produced for the first time in a hundred years a Congress in the hands of the



opposition party at a time when a popular president was being returned to office. Whether this combination could finally produce a satisfactory bill for federal aid to education remained in doubt.

Aside from the current political issue over federal aid it was obvious that the most controversial domestic issue in education was desegregation of the public schools in the South. Several southern states spent weeks and months trying to find some way to avoid the Supreme Court's mandate to desegregate the public schools. State constitutions were amended and state legislatures passed many laws in the effort to find some formula for legal non-compliance. These efforts included such steps as giving public funds to parents to enable them to send their children to private segregated schools, denial of state funds to any local district that wished or was ordered by the courts to integrate its schools, assignment of pupils to schools by local boards to avoid integration, handing over direct control of schools to state legislatures and governors in place of the local boards, and closing public schools or abolishing the public school systems entirely.

Such moves as these carried direct threats to the idea of a common public school system open freely and equally to all regardless of race, creed or national origin. The defiance of the Supreme Court raised the cry of states' rights against federal control. The attempt of some of the states to put all schools into centralized state hands threatened to deny our tradition of local control of education. The use of public funds for private schools seemed to be an attempt to reverse our history and substitute a free *private* school system for our tradition of a free *public* school system.

We have now entered a period in which the four most inflammatory educational issues we have ever faced are so interlocked that we must consider them as one big problem. These four issues are: desegregation in the public schools, the relation of private to

public schools, the role of religion in education and federal aid to education. What 1956 has done, if we have the vision to see it, is to show us that what we decide on one of these issues has a bearing upon the others. Together they add up to one of the central political issues of our times: "What are the rights of states with respect to education?"

Does a state have complete power over its schools? Can a state defy the Supreme Court and maintain segregated schools? Can a state weaken its own public schools by giving state funds to private schools? Can a state give public funds to the most numerous of private schools, namely religious schools? Can a state abolish its public schools if it wishes? What are the powers and limits to states' rights in the field of education?

As the school year opened in September these long-term legal and constitutional questions were overshadowed by the outbreak of violence and a fanning of racial emotions in several communities as Negro pupils sought to attend hitherto all-white public schools. Newspaper headlines focused upon Clinton, Tennessee; Clay, Sturgis and Henderson, Kentucky; Mansfield, Texas, and Hoxie, Arkansas. Three things became clear as we witnessed these communities' reactions: (1) The "people" in the several communities were not all of one mind; some were opposed to integration, others favored it and some were on the fence; (2) Outside agitators and organized groups stirred up feelings and advocated violence which would likely not have occurred if the local community had been left alone; (3) Whenever local officials, public school administrators and boards of education were prepared intellectually and physically for the resolution of the problems legally and morally, the court orders and good intentions had greater possibility of success.

The most notable success was in Louisville, Kentucky, where preparation had been made during many months for the advent of integration by the superintendent and board of education.

Tranquility, peace and calm were not the dominant motifs of the 1956 American educational scene. Americans are noted for heated debates and criticisms of education, but seldom have our schools been the direct occasion of community violence. The spectacle of national guardsmen patrolling the entrances of schools to prevent mob violence must have appalled many Americans. It certainly appalled our friends overseas—and delighted our enemies.

Foreign affairs

In many overseas areas peace and prosperity were scarcely the themes that could be said to dominate 1956. For the most part of the year the "big" war

seemed less probable than in prior cold war years. But "peace" could not have seemed very tranquil to the civilians and troops engaged in the border clashes between Israelis and Arabs, to the French troops and Arabs in North Africa, or to the British troops and Greek sympathizers on Cyprus. Uneasy truces remained in Korea, Indochina and Formosa. When President Nasser seized the Suez Canal, war was imminent.

One of the most significant aspects of foreign affairs in 1956 was the change in Soviet policy signaled by the Communist effort to reduce Stalin to a villain and to win the uncommitted peoples of the earth by economic, social, cultural and educational aid. Evidence seemed to mount that the Soviet satellite nations were confused by the de-Stalinization program. The unrest spilled over into overt action as in Poland's Poznan riots and "trials" and the ravaged rebellion in Hungary.

The spread of Soviet influence, heralded by "good will" trips of Soviet leaders to Europe, Asia and Africa and by the shipment of arms to Egypt, hit the headlines. These events coupled with the Suez crisis and the thrust of Russia into the Middle East put a strain upon the French, British and American alliance. All in all, the prestige of the West further declined in 1956, and anti-American feeling was prevalent not only in many parts of the uncommitted world but in Britain and France as well.

In the late fall all else seemed to pale into insignificance, however, when Israel invaded Egypt in retaliation for months of border harassment, when Britain and France invaded the Suez Canal zone to keep the war from spreading and to secure international rights in the Canal, and when Russia ruthlessly used its armed might to prevent the Hungarian people from achieving the freedom they thought they had won.

In the short run the presence of war, little or big, seemed more imminent than at any time since Korea; and in the long run a vast realignment of forces in the world seemed to be in the making. The Western Alliance was damaged by the Suez crisis. The hold of the Soviet Union on its satellites was shaken by the change of government in Poland and by the spectacle produced in Hungary. And the Middle East and Asia were in turmoil as the neutralist nations were finding it more difficult than ever to remain neutral.

In the first flush of the world crisis, America tried to work through the United Nations amid the sudden and shaking course of events. If the UN police force in Egypt could contribute to a peaceful settlement there and if the nations of the world would consent to some measure of negotiated settlement of

other disputes, including disarmament, perhaps something new in the way of international controls could emerge on the world scene. Much depended on the character of American leadership. An unimaginative leadership, a misreading of the basic forces and attitudes of other nations, or a resurgence of American isolationism could further jeopardize the security of the entire free world.

In some respects the development of most direct concern to American educators was the realization that we could no longer feel complacent about the superiority of American education in the eyes of the peoples of Asia, Africa and Latin America. If we took the trouble to discover how we appeared to the other peoples of the world, we looked to them something like this:

American foreign policy is vacillating and contradictory. We do not have a firm and definite policy; our middle-of-the road approach seems to be indecisive and weak. We stress military aid too much and economic, social and educational aid too little. We talk too much about war and too little about peace. We harp with monotonous refrain on the Communist threat and neglect to emphasize our own economic and cultural achievements. We support dictators and autocratic rulers and fail to support democratic movements. We try to make everyone over in our image and fail to recognize indigenous customs and ideas.

We preach moralistically to others but we practice segregation at home. We are proud of our own nationalistic and revolutionary tradition, but we fail to recognize the nationalistic aspirations of recently-freed peoples. We side with the "colonial" powers and ignore the desires of underprivileged peoples. We look upon smaller nations as junior or inferior partners rather than as equals. We exhibit an appalling lack of tact in our dealings with economically poor but intellectually proud peoples.

It is difficult for Americans to believe that this is the way we appear to our friends as well as to our enemies around the world. But to competent observers, and even to casual tourists who trouble to become conscious of the feelings of others, this picture is known to exist in the minds of millions of persons throughout the world. It was becoming a sharper picture in 1956. Reports continued to come in of insulting behavior by American personnel in Thailand and brutality in Germany. Competent educators found the Army Information Program woefully inadequate. American tourists were welcomed for their dollars but not for themselves. Somehow our education for international understanding was failing.

One aspect of American foreign policy regularly elicited the greatest praise of people in other lands.

This was our program of technical, cultural and educational assistance. If we are wise, we will expand these programs enormously and redouble our efforts to send well-prepared Americans abroad and to encourage foreign students and teachers to come to American schools and colleges in increased numbers.

Years ago this may have seemed to be a pleasant and decent, if not very important, thing to do. But if we realize what Russia is now doing, we shall consider the international aspects of education to be most vital. Russia is campaigning vigorously for the minds and loyalties of the entire world by offering enlarged scholarships and grants to induce foreign students to attend their universities. The Soviet Union has now outstripped the United States in the proportion of university enrollments in the total population. Russia is sending increasing numbers of technically trained personnel to other countries to organize schools, technical institutes and universities. This movement parallels the Soviet's new effort to supplant American aid to underdeveloped countries in the economic field—and political influence is bound to follow. In July when a Russian educator at a UNESCO conference challenged the United States to "a competition in the field of education," the *New York Times* reported that there was no United States response to the challenge.

Some American educators, but not nearly enough, have awakened to the threat to our national welfare imposed by these international developments. In 1956 the lag in training American scientists and engineers was noted many times. Blame was put upon the colleges, upon engineering schools and upon lack of rigorous intellectual training in secondary schools.

More and more attention was devoted to identifying talented youth, motivating and helping them toward advanced education. A general feeling grew that higher standards of achievement and better teaching methods were necessities. And the President's committee on education beyond the high school began its work. But our educational system remained woefully weak in promoting understanding about the other peoples of the world and in trying to understand why they felt about us as they do. We needed vastly expanded programs in teaching for international understanding, in exchanges of students and teachers and in training and research programs undertaken cooperatively with the peoples and institutions of other nations.

The events of 1956 made it clear that peace, prosperity and progress could be achieved only by abandoning whatever complacency 1955 had inspired and by launching upon a determined struggle to achieve equality as well as quality in American education.

An Administrator Surveys the Field

ONE INDISPENSABLE INGREDIENT of the administrator's behavior is the capacity to interpret the current scene to the constructive advantage of the school and community which he serves. Another is the capacity to forecast with reasonable percentage of success the shape of things to come. So at this threshold of the New Year we make a brief run-down of some happenings of the old and seek to appraise their significance to schools and school administrators today and tomorrow. Infallibility is not guaranteed, but if the undertaking does no more than afford a springboard for differing opinions it will have justified itself.

"Blood, sweat and tears"

Calendar year 1956 has swept to a climactic finish. The vaunted Iron Curtain has at long last been penetrated by the virus of anticolonialism—the same virus which up to now has been the exclusive *bête noir* of some Western powers. The myth of brotherly love on the part of the lords of the Kremlin for their captive peoples has been shattered. The awful misery of Soviet colonialism, glimpsed but briefly in the East German riots of yesteryear, has been fully exposed in Poland and Hungary in the flaming holocaust of civil war, while the age-old drive for national independence and freedom has dramatized the inherent weakness of the Soviet colonial empire.

"The past is prologue"

But if the curtain of 1956 has been rung down climactically on the world stage, by the same token it claims audience attraction as potent as that of any serial gangland thriller of the air-waves. Super-duper gangland has been pitted against stark heroism, the like of which Hollywood's drugstore cowboys cannot challenge. Moreover, the potential stakes are such as to shade the most delirious dreams of TV's giveaway programs. For, says Walter Lippman, "We are

witnessing the dissolution of the international structure of the postwar world."¹

But let not the Western audience, charmed by wishful thinking, expect too much too soon. For, after the bloody reassertion of Russian power in Hungary, all that remained was a struggle among Communist gangsters as to what brand of gangsterism should prevail where. And Communism, regardless of any current breed, is still Communism, dedicated to the suppression of about everything that free peoples hold dear. Nor is the Western world, torn by the Suez crisis, strategically in a favored position. True it may be that there too we are witnessing the dissolution of post war alignments. Who can tell?

And still, the haven of freedom is at work. Even if, in lieu of a Kremlin slave empire, we get nothing but a league of Communist controlled jurisdictions, we may gain increased world communication, improved world trade, and even a degree of international understanding that may slightly ease the pressure of military outlays upon national budgets. What this could mean for all life in the U. S. and for public education is at once apparent. But, wishing for it, we dare not relinquish our dearly learned national sophistication about the savage purposes of the relentless Communist drive for world conquest and, since Suez, even about the infallibility of our Western allies.

Climactic domestic scene

Equally audience gripping, was the most strenuously contested November election in many a year taking place at a time of momentous world change. Climaxing 1956, but prologue for 1957, is the Republican retention of the White House while the Democrats keep control of Congress. The President has received a tremendous vote of confidence. The Republican Party has not. What does this mean at home? For instance, does this presage more, or less, of the "deliberate speed" called for by our Supreme Court in the adjustment of racial problems in the schools? What does it mean for educational opportunity? Both Republican and Democratic presidential candidates enthusiastically renewed their previous slightly-shopworn vows to solve the still unsolved and



By WORTH McCCLURE, secretary emeritus of the American Association of School Administrators, department of the National Education Association, Washington, D.C.

¹ Walter Lippman "Today and Tomorrow," *Washington Post and Times Herald*, October 30, 1956.

of Education

still worsening shortage of school housing. The Republican candidate, since Congress failed to act, now says it must be a four-year instead of a five-year program. Did the leaders this time mean it to the point of active support? Or will this be merely another example of campaign soft-soap that is to evaporate in slippery bubbles and painful inaction, while constructive legislation is beset by murderous intent and each party leader piously blames the opposition for the tragedy? We await calendar 1957 for the answer. Meanwhile more children are shortchanged educationally, and public interest in the schools becomes more firmly entrenched.

New highs in public interest

Favorable to school betterment has been the 1956 groundswell of public concern, objectively evidenced by over 300 published lay magazine articles on schools and education during the first nine months of 1956.² This compares with 145 such articles for the full year 1946. Other objective evidence:

- HR 7535, the Kelley Bill, reached the floor of the House authorizing federal grants to states for school building construction—first time any comprehensive “federal aid” measure ever got that far.
- The National Citizens Commission for the Public Schools, a broadly representative lay citizen group, on January 9, 1956 reformed into the National Citizens Council for Better Schools. With new foundation grants, the Council will have a larger membership and similar objectives. Council President is Henry Toy, Jr., who served ably as Director of the erstwhile Commission. Thus assured is the continuing teamwork of mass communication and lay leadership in stressing the significance of good schools to a stronger America.
- National merit scholarships, sustained by donations from business, the Ford Foundation, and the Carnegie Corporation for the first time awarded 556 scholarships to outstanding high school graduates. Winners were selected from among nearly 60,000 nominees from 11,000 high schools.
- The National School Boards Association, meeting in conjunction with the 1956 AASA convention in



Atlantic City, drew record attendance of 1308 board members. The first meeting in St. Louis, 1949, drew 55 persons.

- Report of the President's Committee for the White House Conference on Education in April 1956 made coast-to-coast headlines when it called for doubling the annual school outlay (\$9 billion to \$18 billion). Provided also was much detailed information drawing considerable pro and con press comment.
- AASA's 1956 convention drew a record 19,000 persons.
- The desegregation issue stirred conflicts in several states, and thus kept schools in the national news.

Racial issues make school news

Local conflicts over racial segregation in schools and extremist measures seemed to cast the somber mantle of failure on 1956 regarding racial adjustments in the schools. Actually, there was considerable progress in school desegregation. A Fund for the Republic survey³ released on October 28 found that a “large reservoir of good will and capacity for change exists among private citizens, even in states where the official climate is harshly defiant.” Reported was some desegregation in nine of seventeen states affected by the Supreme Court decision. By October, 1956, according to Glen Robinson of the Southern Education Reporting Service,⁴ 460 school boards in the south enrolling 11 percent of the Negro pupils had moved toward desegregation. The Oklahoma State Board of Education became the first to bring state pressure on local districts to desegregate. Moving ahead toward integration also were school

² Educational Research Service Circulars #4, 6, and 9; American Association of School Administrators and Research Division of National Education Association, 1956.

³ *Washington Post and Times Herald*, October 28, 1956.

⁴ Glen Robinson, *The Nation's Schools*, October, 1956, “Forms of Compliance.”

boards in Arkansas, Delaware, Kansas, Kentucky, Maryland, Missouri, Texas and West Virginia. Kentucky had local conflicts but Louisville and Superintendent Omer Carmichael received national publicity and citation from the White House for accomplishing desegregation without incident. Louisville thus joined Baltimore, Washington, St. Louis, San Antonio, El Paso, Austin and other cities where desegregation had been previously initiated or completed. As predicted by Don Shoemaker in *THE SCHOOL EXECUTIVE* for January, 1956, end-of-year surveys showed the border states leading the way. Whether or not the relatively "soft" 1956 platform planks of the two major political parties will restrain or inflame extremists on either side is for the New Year to reveal. 1957 may witness similar forward strides, but many competent judges think a good many years will elapse before the Supreme Court's decision becomes fully effective.

Congressional committee probes desegregation

Amid cries of pro-segregation propaganda, a Congressional Committee with Southern Democratic members in attendance staged summer investigative hearings upon the consequences of desegregation in the Washington, D.C., schools. Superintendent Hobart M. Corning and members of the Washington teaching and administrative staffs who were subjected to what some newspapers called a "fishing expedition" aimed at discrediting desegregation, conducted themselves with courage and dignity worthy of commendation from the Washington Board of Education and editorial praise from the local and national press.

Rise of interest rates on school bonds

In April the Federal Reserve System raised rediscount rates, reflecting concern over inflation. School districts faced with classroom shortages saw in this action, unless rescinded, the inevitable rise of interest rates on school bonds.⁵

On November 6, voters gave the green light to 95 per cent of a record \$2.7 billion dollars of state, county and municipal bond issues. Included were: for schools, \$489 million; for streets and highways, \$661 million; for Korean veteran bonuses and home and land programs, \$749 million.⁶

Political partisanship kills the Kelley bill

The White House Conference on Education in November, 1955 had expressed itself by a two-to-one vote as favoring federal assistance to the states for schoolhouse construction to relieve the tragic class-

room shortage. President Eisenhower and HEW Secretary Marion B. Folsom had agreed in principle as had Adlai Stevenson and Sam Rayburn. The President proposed federal grants to the states of \$250 million annually for five years. Democrats called for \$400 million a year for four years. Except regarding methods of distribution to the states the programs were similar. It was thought that the distribution question could be adjusted satisfactorily in the final stages of Congressional action. In May, the leaders of the Democratically controlled House finally brought the Kelley bill (Democratic program, bipartisan support) to the floor—the first time any major school finance legislation had ever gotten this far. Representative Adam Powell (D-New York), despite warnings against crippling amendments from both the President and Adlai Stevenson, introduced the Powell amendment. This adjunct required federal authorities to withhold funds otherwise available through the Kelley bill from any state failing to comply with the Supreme Court's decision against racial segregation. In a welter of debate the Powell amendment was adopted, making the amended bill unacceptable to many of its friends among Southern congressmen.

As the President and Mr. Stevenson had warned, the amended bill was defeated. Whether or not by collusion, however, this formula of action got both major parties very nicely "off the hook." Northerners could vote for the Powell amendment on the pious ground of regard for "human rights" while Southerners could vote against the amended bill on the locally defensible ground that it would give all the money to the damyankees. But the formula still had a serious hole for the Northerners: a bloc of 97, all Republicans, voted for the Powell amendment, then joined with the embattled Southerners to defeat the amended bill. Five members of this bloc were replaced by Democrats. Nine others will not return to Congress in January for various reasons.

U. S. Commissionership again vacant in 1956

As if to emphasize the transient character of the U. S. Commissionership under its present status in the fabric of government, U. S. Commissioner Samuel Miller Brownell resigned effective September 1 to accept the Detroit Superintendency of Schools—annual salary: \$30,000 (he had been receiving \$14,800), tenure: five year contract (he could be dismissed as Commissioner at any time). The new appointee is Lawrence G. Derthick, distinguished superintendent of Chattanooga schools and past president of AASA.

Derthick thus became the fourth U. S. Commissioner of Education since 1949. John W. Studebaker

⁵ *Newsweek*, November 19, 1956.



(an FDR appointee) resigned in 1948 in protest against interference with his "Zeal for Democracy" program by his chief, Oscar Ewing (Truman appointee), Federal Security Administrator. Studebaker was followed by Earl J. McGrath, a 1949 Truman appointee, who resigned in 1953 after his budget requests for the U. S. Office of Education had been drastically cut by a Republican Congress. Drafted by President Eisenhower was Lee M. Thurston, Michigan State Superintendent, who succumbed to a heart attack after only a few weeks in office. To succeed him the President appointed Samuel M. Brownell who took over in November, 1953, to serve not quite three years.

It is hard to see how the commissionership, as it is presently constituted, can be for long a rewarding experience either for the commissioner or the nation. Too intricately involved with party politics, it is dependent upon party strength for the wherewithal to function. The American people have learned from a century of sad experience that education and party politics do not mix—a fact of life not yet discovered by some chart-worshipping political scientists who advise on legislation. Guided by experience, the people have moved to separate schools from party politics on local and state levels. The National School Boards Association, National Congress of Parents and Teachers, National Council of Chief State School Officers, NEA and AASA have recently pressed for a national board of education as an independent agency, composed of laymen appointed by the President with the approval of the Senate. Furthermore, this board should be empowered to operate the U. S. Office of Education under present statutory limitations, and to appoint the U. S. Commissioner of Education.

When the education commissionership gains this kind of status it will not be necessary to ask a top flight educator to serve from a sense of patriotic duty only.

What happens now to the Brownell program?

As a Republican appointee, Brownell had fared fairly well at the hands of the Democratic Congress of 1956. With Budget Bureau approval he asked for \$6 million and got \$5 million. This was \$2 million more than the previous budget of the U. S. Office of Education, and included about one million for support of research in cooperation with higher education institutions and state education agencies. He had reorganized the Office of Education personnel. So had Earl McGrath in his day, and John Studebaker in his. Since Brownell has resigned, two other members of the staff have left.

The U. S. Office research program

Implementing in 1956 the cooperative research program authorized by Public Law 531 in 1954, the Office through Commissioner Brownell identified ten major projects which it hoped to develop.

The School Lunch Program

School lunches fared well at the hands of Congress in this election year, the grants being increased by \$16.7 million to a total of \$100 million. Again, the lunch program serves both public and private schools.

Let's build roads! Schools can wait

The 1956 Federal Road Program established an all-time high. Billions of dollars in federal grants will go to the states for roads. Nobody denied the need for roads, and, curiously enough, nobody asked why the states could not build their own roads, in view of the federal government's mounting indebtedness. That question seems to occur to politicians only when grants for schoolhouse building are under discussion. Under the multi-billion dollar road program however, state funds are required to match the federal funds. In three sections of the bill, say those who have studied it, matching is to be on a 50-50 basis



while in one—the section dealing with inter-state highways—the matching is upon a 90-10 basis with the Federal Government bearing the heavier share. For the first year of operation alone, say students of the bill, states will be called upon to spend approximately \$270 million more than they were previously spending for roads. They add that this amount will grow from year to year.

Thus, tax-conscious state legislatures will be faced with this very practical consideration: "For every state dollar we invest in highways we'll bring at least another federal dollar to our state. Moreover, each dollar we spend for inter-state roads will bring us nine more from Uncle Sam." This attractive proposal by Uncle Sam is undeniably good business, so state appropriations for highway construction will undoubtedly get the green light, pre-empting dollars that might otherwise build schoolhouses. So some of Uncle Sam's children will go without schoolhouses because their Uncle made it more attractive to build roads. Maybe he didn't mean it that way, but that's what he did.

Eisenhower's unfinished business

In the President's message to Congress of January 12, 1956, the following goals were proposed:

1. A program designed to aid the states and communities in overcoming the classroom shortage.
2. Credit support for school construction.
3. Aid to federally affected areas.
4. A program of educational research.
5. Special consideration to education beyond the high school.

6. Increased attention to good teachers and good teaching.

Of the six targets listed, progress has been made toward three:

- Financial support for federally-impacted districts was again provided substantially as in past years—unhampered by a Powell amendment.

- A program of research was announced by the U. S. Office of Education following a budget approval by Congress.

- Appointment was made of a Committee on Education Beyond the High School.

Still to be met as 1956 drew to a close was the challenge of adequate school housing and "increased attention to good teachers and good teaching," whatever that means. Like the proverbial sore thumb, the classroom shortage continued to be painfully evident when school opened last September.

- Public school enrollments were expected to mount to 32,653,000 in September, 1956—an estimated gain of 1,205,000 over 1955.

- It was estimated that this rise in attendance would call for 42,267 new classrooms in addition to and without considering previous shortages.⁶

Planning ahead by the colleges

Naturally the bulging elementary and secondary schools have not escaped the notice of college administrators. With a September enrollment estimated at 2.75 million, colleges are already experiencing a new attendance peak. In April the American Council on Education released, under the title *Strength to Meet Our National Need*, a cogent statement of needs produced at the March conference attended by 62 of the Council's 77 constituent members.

The President's Committee for Education Beyond the High School

On April 19 the President announced the appointment of 33 members of the Committee for Education Beyond the High School: chairman, Devereux C. Josephs, president of the New York Life Insurance Company; vice-chairman, David Dodds Henry, chancellor of the University of Illinois. Of the first appointees, fifteen were educators. Five more names, all educators or educational trustees, including that of Samuel M. Brownell, newly appointed superintendent of Detroit Public Schools, were announced in October. The name of Superintendent Kenneth E. Oberholtzer of the Denver Public Schools and past president of AASA was included in the original group. He and Dr. Brownell are the two representatives of the public schools.

Speedily, the new committee got under way with

⁶ U. S. Office of Education release of September 2, 1956

an initial meeting on April 27, an interim meeting on October 3, and with plans for five regional conferences to be held in the spring of 1957. Agreed upon at the April 27 meeting were three objectives:

- To increase public awareness of the challenge ahead in the field of education beyond the high school.
- To encourage planning and action to meet the impending demands upon the country's educational system.
- To recommend appropriate federal policies and relationships.

NEA centenary drive

The 1956 Representative Assembly of the NEA received proposals for broadened service program to be supported by increase of annual dues. Proposals for increased dues will be voted upon at the 1957 centennial convention. The Board of Trustees also voted to negotiate whatever loan is necessary and to undertake immediate construction of the third phase of the NEA Education Center, started in 1954.

A year of progress for AASA

Continued progress for AASA was evidenced by such AASA events as the following:

- Tenth consecutive all-time membership peak of 10,529.
- Appointment of AASA Commission on School District Reorganization. Function: to lend support to the orderly professional development of the intermediate superintendency. Consultants: AASA Associate Secretary Shirley Cooper and Howard Dawson of NEA's Rural Department.
- Establishment of the 1956 Planning Committee to review present AASA objectives and recommend to the Executive Committee lines of service for future years.
- Further progress by the Committee for the Advancement of School Administration, financed by \$50,000 grant from W. K. Kellogg Foundation, in garnering and disseminating Cooperative Program in Educational Administration findings. Backed by AASA's Executive Committee's unanimous expression of dedication to further improvement of the superintendency, it is hoped the Committee for the Advancement of School Administration may continue to serve as the arm of the profession, the cooperating universities, the professors of school administration, and the school boards of America.
- AASA 1957 convention plans utilize findings of first systematic evaluation of a national convention, made possible by \$5000 grant from W. K. Kellogg Foundation.
- More drive-in conferences for rural and non-

urban administrators authorized by unanimous vote of the AASA Executive Committee.

- Appointment of Finis E. Engleman, distinguished state commissioner in Connecticut, as executive secretary following extended consideration based upon procedures recommended by the Association to school boards for selecting the superintendent.

- Unanimous vote to send the AASA president as a member of the NEA delegation to the 1957 meeting of the National Conference of World Organizations of the Teaching Profession.

FATEFUL 1957

As 1956 draws to its tension-wrought close, fateful questions begin to stand out in bold relief:

- Will the Soviets continue the "laughing boy" policies of softness or will they revert to terrorism to save their shaken empire?
- Will the Western world be able to pick up and recement the pieces of its own near-crumbling alliance?
- Will statesmanship be able to get itself off the dead center of cease-fires and kindred stop-gaps and once again move ahead under imaginative leadership like that which fathered the Marshall Plan?

Answers to these questions will inevitably be the bases of our own national policies and plans.

Assuming that favorable answers may be forthcoming, still other questions confront the nation. To state a few:

- Will our people remain united and join hands sincerely to work out equitable adjustments of school racial problems with all "deliberate speed?"
- Will the President, Mr. Stevenson, and their respective party cohorts make good on their campaign pledges this time to do something tangible toward meeting the emergency shortage of school housing by making necessary legislation a bi-partisan undertaking? Since it was those 97 intransigent Republicans who really sealed the doom of the late lamented Kelley bill in 1956, Democratic control of the Congress may make bi-partisan teamwork easier.

We are told, and told again, that in foreign affairs, party politics must stop at the water's edge. How long will it take us to face up to the lesson that party politics must also stop at the schoolhouse door?

Upon the answers to these and other questions depends the security of the nation. But whether the answers turn out to be right or wrong they will be the answers upon which school administrators along with their boards of education must build the educational statesmanship which is ever more effectively the genius of our nation's farflung, locally-controlled system of schools.



SUPERINTENDENTS SPEAK

LATE IN 1956, the research department of THE SCHOOL EXECUTIVE polled some of the chief school administrators over the country to tap their opinions on the events in the field of education during the previous months. They were asked five questions; here are their reactions.

1. What were the most important events in school administration in 1956?

1. Topping the list of important developments were the issues involving desegregation, the White House Conference, and the attempt to pass (and the defeat of) the federal-aid-for-school-construction bill. Two other items ranked high: the increased study of educational leadership and recognition of its complexity, and greater lay in-

terest in school problems. Mentioned less frequently were trends toward school district consolidation, signs of easing in the teacher shortage, the tremendous building program, AASA activities, a higher level of press reporting on school affairs, and more scholarships for teachers and students.

2. What were the most important events in your school system in 1956?

2. School construction and curriculum improvement topped this list of local happenings by a wide margin. Perhaps this is a cause and effect—the need for new buildings may be forcing these schools to study their programs. Next reported were increased community interest, improving teachers' salaries, and programs for upgrading teaching skills. It is interesting to note that admin-

istrators also looked with pride on their work to improve administrative effectiveness. Other events mentioned less frequently were work done on programs for exceptional children, school system reorganization, techniques of handling the teacher shortage and growing enrollments, and financial improvements.

3. What were your main problems during 1956?

3. It is not surprising that the same three problems appeared with monotonous repetition on nearly every questionnaire: obtaining and holding adequately-trained teachers (a top problem for 70 percent); providing needed plant facilities and grappling with overcrowded classroom conditions; and obtaining adequate funds to carry on a good program. Plaguing relatively few

administrators were public relations problems, personnel relations with staff and students, need for curriculum changes and the problems blocking it, and transportation difficulties. Under-scored throughout the responses was the almost heroic desire on the administrators' part to maintain high standards in face of tremendous shortages.

4. What local achievements have grown out of the White House Conference?

4. Although there was a general feeling that nothing concrete has come out of the White House Conference yet, most schoolmen felt that it has stimulated more interest and awareness on the part of citizens about school problems. Others noted these results: more citizen participation in school affairs,

more state and local support in finance and research, greater recognition of the Federal Government's role in school finance, more favorable publicity and fewer negative pressures, and studies of curriculum needs and agitation for change.

5. Should the Federal Government finance local public school construction?

5. On this question of federal financing of public school construction, 89 percent of the administrators indicated that they thought it should be on a partial basis, probably involving some kind of equalization. Ten percent, fear-

ing federal controls, thought that there should be no federal financing at all. Only 1 percent thought schoolhouse construction should be entirely financed by the Federal Government.



What were the important happenings affecting school administration during 1956? Each person's particular vantage point will shape his answer somewhat. Yet, it is possible at least to illustrate the types of happenings which made history, indicated trends, sparked the issues. The editors of *THE SCHOOL EXECUTIVE* present on the following pages a series of miniatures which indicate, it is hoped, the kinds of things which affected school administration in 1956. They are presented in terms of issues, events, personalities, descriptions, narratives and illustrations. Taken together, they form a summary of the year. One must conclude that 1956 was a busy, complex and disturbing year. Victories and defeats, successes and failures, and sheer indecisiveness—these were all a part of the 1956 story.

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FACTS IN '56

AN INVENTORY of the year showed these facts and figures on schools and affecting education.



On Population . . .

America has 169 million people—6% of the world's population.

While America's population has doubled since 1900, we now employ four times as many professional workers.

Only 15.6% of our population lives on farms, while 25.6% is classified as rural non-farm, and 58.8% as urban.

The nation's voting age population increased by 5½ million since the 1952 Presidential election.

Of the nation's juvenile court-age youth, 9% came into conflict with the law and 3% reached the courts.



On Enrollments . . .

Half of the nation's population is engaged in some organized program of education: ¼ are full-time students in public and private schools and colleges; another ¼ are adults in part-time education programs.

September enrollments in all schools and colleges increased by 1,754,300 over last year.

Kindergartens now serve one out of three of the nation's 5-year-old children.

K-8 grades gained 1,103,800 pupils; up 4%. Grades 9-12 gained 364,500; up 5%. Colleges and universities gained 236,298; up 9%. Private commercial schools grew by 50,000; up 11%.

Of our 14-17-year-olds, 87% are enrolled in school, and 55% stay to graduate. (Ten years ago, 78% were enrolled and 40% remained through graduation.)

Half of those who graduate from high school go on to college.

Of our 14-17-year-olds, 22% were gainfully employed part time in addition to attending school. This was an all-time high, contrasting greatly with the pre-World War II of only 4%.

Desegregation increased by 224 school districts in the 17 Southern and border states. This raises the total to 666 since the Supreme Court's decision of two years ago. (The District of Columbia, formerly counted as 147 zones, is now considered one district.)

Most of America's schools cooperated in the national polio vaccine inoculation program. About 43 million persons, mostly children, received one or more doses of the vaccine.



On Teachers . . .

Of all college graduates during 1956, one out of four entered teaching in the elementary and secondary schools; but the need was for three times that number.

The total demand for qualified teachers in elementary and secondary schools is 1,316,100. The total supply is 1,195,400.

The current shortage of qualified teachers is 120,700, compared with 141,300 a year ago.

The average annual salary for teachers in the public schools is \$4220. Faculty salaries in institutions of higher learning average \$5243. (The average pay of America's factory workers in September was \$81 per week, while construction workers averaged about \$100 weekly.)



On Instruction . . .

Foreign language instruction is given to nearly half a million youngsters in American elementary schools, compared with 2000 children in 1940.

More than half of all our junior high schools have core or similar large-block-of-time classes cutting across subject matter lines.

Educationally-owned TV stations are operating in 23 communities. Closed-circuit TV is used in 50 high schools and 70 colleges. (Three out of four American householders have TV broadcast receivers served by nearly 500 stations.)



On School Construction . . .

New educational buildings constructed in 1955 cost \$3 billion for 9,246 structures. (This was 7% of the \$42 billion spent on all new construction in America.)

67,000 classrooms and related facilities for public elementary and secondary schools were built in 1955-56, reducing the deficit to 336,000.

The average interest rate on school bonds reached 3.2%—the highest average in the past 20 years.

A school building costing \$1 million to construct today would have cost \$135,000 in 1913.



On Money . . .

The United States produced 40% of the world's goods and services.

America's gross national product now exceeds \$400 billion.

Expenditures for public elementary and secondary education were \$10.6 billion—about 2½% of our gross national product.

Revenues for public education came mainly from local property taxes (58%). State taxes provided 37½%, and federal funds made up the remainder.

Approximately 31% of all pupils now attending public elementary and secondary schools are being transported at public expense. Nearly 5 cents of every school dollar of current expenses goes for transportation.



On Memberships . . .

The AASA Convention in February was attended by 19,049 people—an all-time high. Membership in the AASA is 10,508.

The NEA membership now stands at 660,000.

The PTA has 42,182 local units with a membership of 10,130,352.

Citizens committees in 12,000 communities of 34 states are organized to improve schools.

TEACHERS

Courtesy Better Schools



Jo Anne Muster, student teacher, tells a group of high school seniors why she is preparing to teach. This was at Valparaiso University teaching clinic sponsored by Kiwanis International as part of its teacher-recruitment campaign.

TWO-THIRDS of a group of school superintendents, asked to name their greatest problem of the year, replied "getting and holding teachers." Some added "of quality," some prefixed the word "any." Although this problem, with us since the baby boom of the 40's, continues to plague many administrators, T. M. Stinnett, executive secretary of the National Commission on Teacher Education and Professional Standards, sees as the significant event of the year the upturn in the annual production of teachers.

Teacher Supply & Demand

The following facts from the NEA's Research Division 1956 report on teacher supply and demand show a comforting swing of the pendulum:

Over 96,000 new teachers graduated from college in June, 1956, marking a 9 percent increase over June, 1955. Of these June graduates, only about 76,000 actually entered the teaching profession in September. This class brought significant increases in the number prepared for elementary school teaching to New York, Ohio, Michigan, Illinois, Florida and Massachusetts; and increases in the number prepared for high school teaching to Michigan, Pennsylvania, Ohio, Louisiana, Minnesota, Illinois, Texas, Wisconsin, Tennessee and New York.

The shortage of qualified elementary and high school teachers now numbers 120,700. The previous September teacher shortage was 141,300.

Since 1950, the number of college graduates prepared to teach in high schools has decreased 34 percent, while the number of prepared elementary school teachers has increased 35 percent.

Efforts to Recruit Teachers

The Virginia General Assembly provides scholarships for teacher education. The Kansas State Department of Public Instruction and State Teachers Association have a long-term recruitment program which follows promising students through high school and college. North

Dakota teacher-members of Delta Kappa Gamma work with their national recruitment committee to interest young people in teaching. California has set up a number of highly effective teacher-recruitment clinics. The Teachers Co-operative Council in Kansas City, Missouri, is establishing scholarships for future teachers. Kiwanis International set up a nationwide drive to recruit teachers through local action by 4200 Kiwanis clubs over the country. A Committee for Teacher Recruitment has been organized in Virginia which is working through 22 statewide groups.

First-Year Teachers

An NEA Research Division study of first-year teachers in urban areas revealed the following: About 28 percent of the teachers do not start teaching until they are 26 or older; over 16 percent wait until they are 29 or older; 10 percent begin teaching after their 32nd birthday. First-year teaching salaries average \$3235. The median starting salary in secondary teaching was 3.3 percent higher per year than in elementary teaching. Salaries for beginning teachers in the Far West exceed those in the Southeast by about 44 percent.

Teacher Education Progress

The four most significant activities in the field of teacher education during the year as seen by W. Earl Armstrong, director of the National Council for Accreditation of Teacher Education, were:

1. The February Conference on the Preparation and Certification of Foreign Language Teachers held in New York City under sponsorship of the Modern Language Association.
2. The June conference of the National Commission on Teacher Education and Professional Standards of the NEA held in Parkland, Washington. The 600 teachers and educators attending discussed teacher recruitment and selection, teacher education, licensing and accreditation, and personnel policies.
3. The revision of the structure of the National Council for Accreditation of Teacher Education to include a majority of its membership from colleges and universities.
4. A conference of 50 persons representing the learned societies, liberal arts college professors, deans of graduate schools, state departments of education, and deans and professors of teacher education held at Trenton in September.



Richard M. Nelson, a Kalispell, Montana, high school science teacher, was selected teacher of the year by *McCall's* magazine and the U.S. Office of Education, co-sponsors of the project. Here he is presented to President Eisenhower.

ber. Its aim was to resolve the differences in concepts of teacher education between the so-called scholars and teacher educationists.

Scientist Shortage Studied

In February a committee, called together by Commissioner of Education Samuel Brownell, was formed to look into the shortage of scientists and mathematicians and the shortage of science and math teachers. Twelve government agencies and national organizations are represented in the group which is meeting monthly to exchange ideas, explore proposals and produce and distribute a fact sheet on this problem of scientific manpower shortage.

Exchange Teachers

In August, 165 American teachers left the country for a year of exchange teaching, sponsored by the Educational Exchange Program. They traded classrooms with 165 teachers from Australia, Austria, Belgium-Luxembourg, Canada, Germany, Netherlands, New Zealand, Norway and United Kingdom. In addition, 100 Americans left on one-way teaching assignments abroad and five foreign teachers arrived for one-way assignments in this country. Seventy-one American teachers spent the summer attending seminars in France, Germany or Italy.

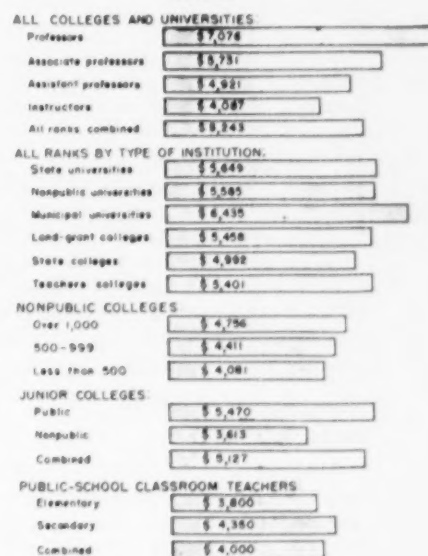
Through the Teacher-Education Program, 259 teachers, administrators and officials of ministries of education from 44 countries arrived in this country in September to spend the year studying, attending seminars and visiting school systems.

Teachers' Salaries Increase

The average salary of teachers is increasing slowly, according to an NEA Research Division report released in December. The average salary is now \$4025 for elementary teachers and \$4560 for high school teachers. The average for all classroom teachers is \$4220. (Compare this to last year's averages for classroom teachers shown in the chart below.)

In spite of the overall increase, close to 71,000 teachers are being paid less than \$2500. Seven states report more than 25 percent of their teachers in this extremely low salary range. On the other hand, 20 states report that more than 25 percent of their teachers are receiving \$4500 or more.

MEDIAN SALARIES FOR NINE MONTHS OF FULL-TIME TEACHING 1955-56



INSTRUCTION

THE MANY perplexing social, economic and international issues confronting the United States and the world in 1956 were reflected in the attention devoted to curriculum content and instructional activity. Citizens groups and educators in each of the 48 states bantered ideas, proposed projects, initiated experiments and conducted surveys whose major purpose is the improvement of instruction today and in the schools of the future. Some of these endeavors are listed below.

Chicago Study of Junior Colleges

Upon recommendation of Benjamin C. Willis, Chicago superintendent of education, a study of the need for community colleges in the city of Chicago was launched in 1956. Reviewing the history of junior colleges locally and nationally, and evaluating the impact they had had on the community in the past were the major tasks set before the study group. The future of the community college was discussed in terms of anticipated enrollments and community needs, thus implying the urgency of additional colleges in the not-too-distant future.

That interest in Chicago's community colleges is running very high is indicated by a new three-year closed-circuit tv experimental program on the community college level, conducted by specially trained instructors.

Reorganization of Atlanta School System

After having heard the recommendations of an outside group of experts who had taken a very close look at Atlanta's school system and education-

al needs, the board of education adopted a reorganization plan. With the improvement of instruction for all children its primary aim, it calls for greatly increased instructional supplies and equipment expenditures, greater interaction with citizens groups, building-shortage remedies, special programs for the handicapped, and continuous system-wide evaluation of instruction and management. This plan has the makings of a very noteworthy framework for other school systems to study.

Moral and Spiritual Values

The school setting in New York City has been marked by a newsworthy struggle between the *pro* and *con* forces examining the proposal for teaching moral and spiritual values in all New York City schools. Careful study and judicious evaluation of the plan was undertaken by many professional, religious and citizens groups who then had the opportunity to voice their opinions at open hearings held by the board of education. Several of the proposed revisions revealed at the hearings were incorporated into a final program. Now adopted by the board of education, the published proposal appears in bulletin form.

1956 Television Experiments

This past year saw the birth of several important and far-reaching experiments which will undoubtedly contribute to more firmly entrenching

closed-circuit television as an educational tool. Among those of special merit were:

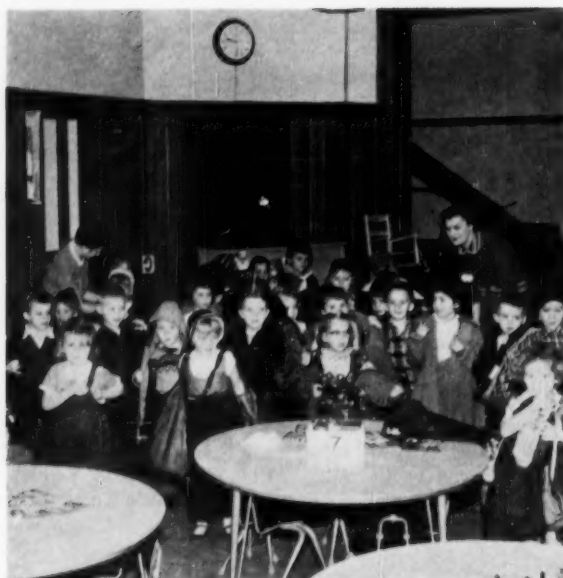
1. *Pocatello, Idaho.* Idaho State College and its faculty, in cooperation with the 11 Pocatello public schools began an experiment, reportedly the first of its kind, to teach 300 public school students in various schools at the same time. The program provides for the connection of the college tv studio with the community antenna system so that these educational programs can be viewed by youngsters in school, and also in their own homes.

2. *Washington County, Maryland.* Here, the experiment involves:

- direct instruction by closed circuit tv in the basic subject offerings
- an enriched instructional program
- extension of teacher in-service training
- interpretation of the program to interested public groups
- improvement of the quality of the school program

The total experiment begun during 1956 will cover a five-year period and, according to William Brish, superintendent of schools, will eventually include all of the county's public schools.

3. *Evanston, Ill., Township High School; Newton, Mass., High School; St. Paul, Minn.* The Evanston Township High School is testing the practicality of using closed-circuit television



Bay City's teacher-aide program allows aide (left) to relieve teacher of chores, giving her more time with large class.

and teaching assistants in speech and beginning typing. This experiment is a part of a larger one, administered by the National Association of Secondary School Principals. Similar experiments are being conducted at Newton, Mass., High School and in the St. Paul, Minn., Public Schools.

4. *Pittsburgh, Pa.* With the aid of the Fund of the Advancement of Education, Pittsburgh schools are experimenting with open-circuit tv. During the first year, fifth grade children in nine public schools viewed lessons in reading, arithmetic, and French presented by selected and especially trained teachers. In the second year, the project was extended to include other independent school districts and neighboring parochial and rural schools, and expanded its subject offerings.

5. *Schenectady, N. Y.* A closed-circuit experiment, aided by a Fund for the Advancement of Education grant, was instituted on a school-wide basis. Several experimental classes in mathematics, English, chemistry, French and typing are being taught and the results evaluated. Pupil monitors, cadet teachers and teacher-aides assist the television teachers.

Bay City Experiment

As Bay City's five-year teacher-aide experiment was approaching its last stages, scores of educators have passed preliminary judgment on the plan designed to solve both the city's classroom and teacher shortage. Having aroused considerable interest and controversy, the plan is presently being scrutinized by various committees within and without the school system.

College Entrance Requirements

With the hope of improving the high school college-preparatory curricu-

ulum, Teachers College, Columbia University has announced the beginning of a 5-year experimental plan to make college entrance requirements more flexible. This plan is the result of cooperation with the College-High School Relations Committee.

Public School System Project

A self-study project by the members of the approximately 70 school systems which form the Associated Public School System made its debut in 1956. The project seeks to measure the quality of classroom teaching through a sampling of 5,000 teachers across the nation.

Automation and the Schools

Since automation has practically become a household word, the National Conference of Professors of Educational Administration devoted their 1956 work conference to a discussion of the implications it symbolizes for education. It was the consensus that automation involves important curriculum adjustments as well as significant changes in the preparation of educational administrators.

The Gifted Child

Throughout 1956, increased attention was focused on fulfilling the educational needs of the gifted in our public schools. Although many steps have already been taken in curriculum enrichment and other improvements, the most important outcome of this intensified interest is the recognition of the importance of the gifted child and his role in America's future.

The Random Falls Idea

Among the several efforts to improve the program of the secondary schools,



Handicapped children learn science.

the one which received special attention in 1956 was the Random Falls Idea. Developed from a five-year series of conferences of a selected group of architects and educators, Superintendent of Schools Archibald B. Shaw of Scarsdale, N. Y., and Architect John Lyon Reid of San Francisco put the idea into written and graphic form. Since its presentation in the March, 1956 issue of *THE SCHOOL EXECUTIVE*, it has been studied by scores of educators and students, and is receiving increased attention.

Education for Handicapped

The question of state assistance to physically and mentally retarded children has been more in the limelight, legislation-wise, than ever before. In addition to the increase in the number of states authorizing programs for the handicapped, which now totals 48, many of these states have also made substantial financial provisions covering the cost of these programs.

Changes in the Curriculum

1956 has witnessed demands for new emphases in both the elementary and high school curriculum:

—modern language teaching to elementary school children is under way in 44 states.

—recommendations by the National Safety Council that driver education be a part of all high school programs.

—insistence on the part of industry and science that mathematics and science be given more intensive attention.



Schenectady, N.Y., is experimenting with closed-circuit TV on a school-wide basis. Classes include French (shown here), math, English and chemistry.



Carmichael tells the President how Louisville schools were integrated.

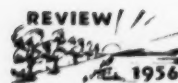


Courtesy Southern School News

County police stand by as 7-9th grades integrate in Poolesville, Md.



House District of Columbia subcommittee and their counsel as they begin public hearings of investigation of integrated District public school system. From left: Rep. James C. Davis (D-Ga.), chairman; William Gerber, counsel; Rep. Joel Broyhill (R-Va.); and Rep. John Bell Williams (D-Miss.).



DESEGREGATION

DESEGREGATION, and the issues it generated, was considered the most important happening in the field of educational administration during 1956, according to a recent survey of the nation's superintendents.

Three names that appeared most prominently in desegregation news over the year symbolize the situation of Southern schools in the wake of the Supreme Court decision: Autherine Lucy (mob reaction); Omer Carmichael (successful integration through planning); and Hobart M. Corning (the difficulties after integration).

Expulsion of Autherine Lucy

On February 6, amid campus turbulence stirred up in part by the Negro bus boycott in Montgomery, Miss Lucy was temporarily suspended from the University of Alabama. University trustees took this action against their first Negro enrollee "in a good faith attempt" to protect the plaintiff. On February 29, a U.S. District Court ruled that the University must readmit the student. Hours later the trustees permanently expelled Miss Lucy because of her "outrageous, false and baseless accusations" in alleging that the University had "conspired" in the violent demonstrations which resulted in her earlier suspension. The incident touched off a boom in membership in Alabama White Citizens Councils and a heavy volume of pro-segregation proposals in the state legislature (including a petition to the U.S. Congress to provide federal funds to move Negroes out of the South).

Success in Louisville

The most promising news out of the South was the success of Louisville, Kentucky, in integrating its 12,000 Negro and 54,000 white students in all 12 grades. Superintendent Carmichael prepared for integration ten years ago with gradual integration of teacher committees and professional groups on

a voluntary basis. Then when the Supreme Court handed down its implementation decision, Carmichael, with his board's ok, began working out a detailed desegregation plan to go into effect in September, 1956. Integration actually began during the summer in the high school. But before school closed last spring all parents were informed of the redistricting, and of the schools to which their children would belong in September (with a choice of transfer if building capacities permitted). Carmichael was soon hailed over the country for his wise handling of school integration.

Riots in Clay, Sturgis and Clinton

Mass protests followed attempts to integrate in other Southern communities as schools resumed in September. Crowds gathered to prevent Negro children from enrolling in Kentucky's Sturgis high school and Clay elementary school. National Guardsmen were called out in both towns to prevent disorder. Quickly-organized Citizens Councils applied the white boycott in both schools. The State Attorney General resolved the dilemma by enabling both county boards to oust their Negro pupils.

When the Clinton, Tennessee, high school opened for registration on August 20, 12 Negroes enrolled; there were no incidents. At the end of that week, a New Jersey man, who identified himself as executive secretary of a White Citizens Council in Washington, D.C., arrived in Clinton, began a door-to-door campaign urging parents to protest and held mass meetings urging townspeople to picket the school and students not to attend class. Governor Clement ordered National Guardsmen and Highway Patrolmen to quell the riots that followed. By mid-September the dust had settled, school attendance was up to normal and the 12 Negro students were back at their desks in Clinton High.

D.C. School Staff Testifies

In October, a House of Representatives investigating subcommittee was instructed to look into integration of the District of Columbia's schools. The hearings turned a spotlight on the difficulties of integrating two school divisions which Superintendent Corning pointed out had seen a "complete lack of communication" or "exchange of ideas" in the segregated past. School officials, principals and teachers in the District admitted that vandalism had increased, that disciplinary problems had



Louisville students enroll for summer high school classes as integration begins.

mounted, that they found Negro students were below the white average. The last to testify in the ten day hearing, Corning valiantly defended his system under strong questioning by Subcommittee Counsel William Gerber, Memphis attorney. In the three years since the District's schools have been desegregated, Dr. Corning reported that much progress has been made and that under proper instruction the two races will do comparable academic work. What the investigation revealed in the eyes of most was that Southern schools have been separate but not equal all these years.

Progress to Date

This was the South's desegregation picture as schools resumed last September, as reported by *Southern School News*: Less than seven percent of the South's school districts had desegregated. About 1.8 million white and 320,000 Negro children were in integrated situations. (Total enrollment in the South is 9.5 million white and 2.8 million colored.)

Fully complying with the Supreme Court's decision were the District of Columbia, Missouri and Maryland—the latter two expecting to complete inte-

gration this year. Some integration of the races has begun in Arkansas, Delaware, Kentucky, Oklahoma, Tennessee, Texas and West Virginia. The eight states of the Deep South have maintained all-out opposition: Alabama, Florida, Georgia, Louisiana, Mississippi, North and South Carolina and Virginia—most having adopted legal measures, including interposition, to nullify the Court order.

This problem of integration of the races is not much nearer solution than it was when the Supreme Court handed down its initial decision in May, 1954. Pressure groups, politics and fear of consequences have forced many school boards and superintendents to refrain from taking a firm stand on compliance; others have been led to reverse their initial intent to comply. But the events these past two years show that where the issue was handled openly, where the school leaders formulated plans well in advance and sounded broad cross sections of community sentiment, there integration was effected with least incident.



Kindergarten class in Baltimore, which is in its third year of integration.

SCHOOL PLANT



Roger Sturtevant photo

"It is common knowledge that there is a grave shortage of school buildings in the United States." So states the report to the president by the Committee for the White House Conference on Education which included in its topics for study the extent of our school building needs and how to finance, build and operate our schools.

In a recent study, an overwhelming majority of public school administrators indicated that two of their three most pressing administrative problems were: (1) providing adequate school buildings to house the educational program for greatly swollen enrollments and (2) financing the construction of these buildings.

Following is a resume of some of the significant developments in the school plant field over the past year.

Construction in 1956

The U. S. Office of Education estimates that the increase in 1956 enrollments in elementary and secondary schools alone calls for 51,400 classrooms. Approximately 67,100 public school classrooms were completed during 1956, though many of these merely replace obsolete structures. This is a gain of 6,000 over the number constructed in 1955. Georgia reported the

largest gain: from 2,000 classrooms in 1955 to 7,000 rooms in 1956. Largest decrease was reported by Pennsylvania: from 6,000 classrooms in 1955 to 3,000 in 1956.

Projection through 1959

The U. S. Office's *Long Range Planning Phase of the School Facilities Survey* reports plans of 38 states for school plant construction in light of their elementary and secondary classroom needs in the next three years. If their projections should be fulfilled, and if the other states should do equally well, approximately \$16 billion would be spent throughout the nation between September, 1954 and September, 1959 to provide 476,000 new classrooms and related facilities.

Attitude on Federal Aid

Despite the schoolhousing shortage, an attempt by the Federal Government to help finance public school construction at the local level was defeated by the Congress in July. Although some thought this defeat a good thing, the large majority seemed to favor increased Federal Government responsibility in helping meet school construction needs. Some feel that since federal aid for school construction seems likely to be postponed by the segregation issue, the states themselves must find new ways to finance this enterprise. This would, however, not lend itself toward equalization of educational opportunity.

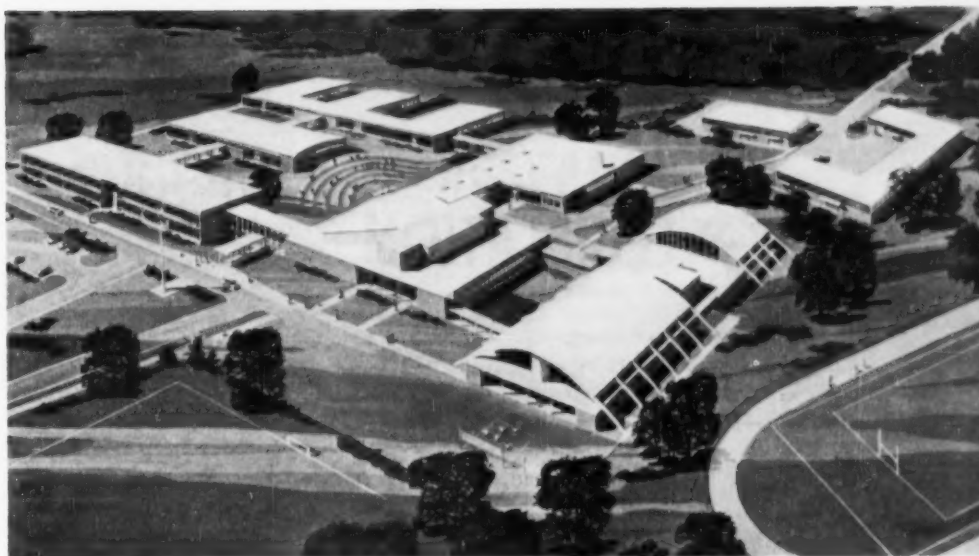
A group of school administrators were asked if they thought local public school construction should be financed by the Federal Government: 89 percent indicated that it should be *partial*; 10 percent thought *not at all*; only 1 percent thought that it should be *entirely* financed by federal funds. Many commented that it should be on an equalization basis of some kind; others felt that "he who pays the piper calls the tune." It is generally agreed that though the White House Conference did not do anything specific to alleviate the school building shortage, it did stimulate public interest in school needs.

Design Aids Instruction

Shirley Cooper, AASA associate secretary, reports a kind of healthy dissatisfaction that has permeated the entire school building activity. The emergence of new educational ideas and needs and new curriculum content has led to the development of a spirit of impending change that has penetrated the thinking of laymen as well as professional groups. One generally accepted belief is that school buildings must be designed to facilitate improvements in the instructional program. Consequently much emphasis has been placed on flexibility in architectural design.

Out of this notion of design abetting instructional improvements emerged "The Random Falls Idea," published in this magazine in March, 1956. An outstanding school administrator and a

Two secondary schools widely hailed as outstanding examples of modern, flexible planning: (left) Hillsdale High School, San Mateo, Cal. (by John Lyon Reid) which permits great flexibility in a carefully styled combination of exterior and interior design experiments; and (right) South Hagerstown, Md., High School (by McLeod and Ferrara) which embodies the schools-within-a-school concept and provides complete facilities for a comprehensive high school program.



Fred Maroon photo

school architect took "a new look at secondary education" and developed proposals for an educational program and plant for youth and community growth. Based on a partnership program between school and community with the goal of improving the community, this program was spelled out design-wise in terms of a community development center with campus-centered facilities.

Round-up of Developments

The acute schoolhouse shortage stimulated considerable developments over the year, some of which follow:

1. A special committee of educators and architects is cooperating with a national committee representing various types of building owner and management groups in preparing a standard method of measuring building areas. When developed and approved by the representative organization, this is to be issued as an American Standards Association standard. It is anticipated that the acceptance of a standard of this type will facilitate developing comparable square-footage allowances and square-foot cost measures for school buildings.

2. A study commission committee is now engaged in developing recommendations for chief state school officers on desirable state school plant leadership, supervisory and/or assistance practices.

3. The National Council on Schoolhouse Construction's *Guide for Plan-*

ning School Plants, considered by many as the standard handbook for school planners, is now being revised.

4. The role and use of the educational consultant as a vital adjunct to school administration appears to be expanding greatly.

5. A nationally recognized architectural firm has undertaken to speculate on what the educational plant will look like in the year 2000. The results of this project are to be published next month in this magazine.

6. Within the last year there has been an increase in school plant planning services available to school districts. More and more states are installing some sort of service in their state departments of education. Services are also available in increasing numbers from colleges and universities, who show a trend toward adding specialists in this field to their staffs. *State School Plant Services* by Nelson E. Viles and Ray L. Hamon of the U. S. Office of Education tabulates this information.

7. Other publications that have been issued during 1956 are: *The Secondary School Plant — an Approach for Planning Functional Facilities* by James L. Taylor (U. S. Department of Health, Education and Welfare); *School Planning and Building Handbook* by Engelhardt, Engelhardt and Leggett (F. W. Dodge Corporation); and *From School Program to School Plant* by Herrick, McLeary, Clapp and

Bogner (Henry Holt and Company).

8. A committee of outstanding educators and architects was appointed by the president of Teachers College, Columbia University, to explore the need for a school plant research center and program, its organization, staffing and financing. Within the year the committee came up with a proposal worthy of study and early action. A parallel movement toward a similar goal is also being undertaken by the School Committee of the American Institute of Architects.

9. Facilities for educational television are increasingly prevalent in plans for new school buildings. It is now possible that most classrooms will eventually contain facilities for two-way television. Through a grant from the Ford Foundation, the Washington County, Maryland, school system has begun a five-year research project on the educational use of closed circuit television. Eventually all of its classrooms, at least in the metropolitan area of Hagerstown, will be equipped with two-way television installations.

10. Growing interest on the part of architects in the field of school architecture has been reflected in THE SCHOOL EXECUTIVE annual competitions for better school design. Begun in 1951, these competitions have seen larger numbers of entries each year. The fifth, judged in March, 1956, was entered by 118 firms who submitted 147 school designs.

LEGISLATION

LEGISLATION and court actions affecting schools figured prominently in the news this past year at both federal and state levels. While the defeat of the Kelley bill, which would have provided emergency federal aid for school construction, attracted greatest attention, less nationally spotlighted legal actions brought changes to the nation's schools. The more prominent ones are noted here.

The President's Requests

In his January message to the Congress, President Eisenhower stated that the White House Conference, only shortly adjourned, had had much benefit. Outlining his legislative program, he stressed the need for federal aid in meeting the classroom shortage and cited specific proposals. The President listed essential principles in federal grants-in-aid. He asked that Congress grant credit support for school construction to those school districts that could dispose of bonds only at excessive rates of interest. Mr. Eisenhower asked that aid be given to federally-affected areas. He stressed the need for educational research and urged that the problem of education beyond high school be looked into.

Aid to Impacted Areas

Although the school construction bill was subsequently defeated, schools in federally-impacted areas continued to receive federal aid. A bill signed by the President in August allotted \$146,000 million for school construction and \$232 million for maintenance and operation to schools in these areas.

Larger U.S. Office Budget

Appropriations to the U. S. Office of Education were increased substantially although short of the request. More funds are now available for studies of mentally-retarded children, for administration of vocational education, for research and statistics and for

new research projects. Federal funds for regular school lunch programs, school milk and the provision of surplus food for schools are greater than ever.

Aid for Science Teacher Training

Congressional appropriations enabled the National Science Foundation to conduct summer institutes for supplementary training of some 1,500 high school teachers of science and mathematics. Subsidies to sponsoring institutions, tuition and expenses of participants were paid from federal funds. Increased appropriations for an expanded program are available for 1957.

Funds for Rural Libraries

In June, President Eisenhower signed a bill providing \$7.5 million per year for five years to improve and extend library services in rural areas. These funds will be allotted on the basis of an objective formula with \$40,000 going to each state plus an additional allotment based on rural population.

Education Beyond High School

Public Law 813 provides for state committees to study education beyond high school, implementing the President's remarks in his State of the Union message last January. Following mix-up over legislative authorization, Congress appropriated \$150,000 for operation of the President's Committee on Education Beyond the High School instead of \$300,000 requested by the Depart-



ment of Health, Education and Welfare. No funds were appropriated for grants to the states for conferences on post high school education.

State Level Legislation

During the first nine months of 1956, legislatures in 26 states met in regular or special sessions. Here are some of their major activities that affected education:

1. Kansas increased financial support of education approximately 11 percent. New York increased its foundation program to \$330 per weighted elementary pupil with a local contribution of \$6.80 per \$1000 on state equalized valuation. Ohio enacted a new foundation program based on a 30 pupil (ADM) classroom unit, and Kentucky undertook full financing of its foundation program. Sizable increases in state appropriations were also reported in Delaware, Georgia, Virginia and West Virginia.

2. Legislation improved teacher salary provisions in a number of states. Alabama provided a \$600 increase and Georgia teachers were granted a \$200 hike. Massachusetts established a \$3,000 minimum. Teacher salary levels were also upped in Mississippi, New York, Ohio, Delaware and West Virginia.

3. Teacher retirement provisions made considerable gains in Washington, and social security benefits were added by law in Maryland.

4. An appropriation was made in Arizona for teaching homebound students. Classes for physically- and mentally-handicapped children were made mandatory in Pennsylvania with responsibility placed on county boards.

5. School legislation supported by the profession received some set-backs. Efforts in Alabama and Colorado to secure needed revenue increases failed, although Colorado did allot more money for pupil transportation. In Arizona a similar fate befell proposed legislation for equalized school support. A Massachusetts measure to double state support for the foundation program also met defeat. Meantime Kentucky refused to eliminate a realty tax rate limitation applying to local districts. Legislative proposals to increase teachers' salaries were thwarted in Maryland and South Carolina. Mississippi school supporters were disappointed with the small increase provided for teachers, while Ohio and Washington defeated measures to set a minimum salary schedule.



WHEN EDUCATIONAL HISTORIANS 50 years hence look back on the year 1956, they might well label it D-minus-one year for research. Contemporaries on the front line of educational research have voiced the opinion that the profession is on the threshold of a new day in educational research. In support of this opinion they point to three trends which have bobbed up again and again in 1956. A recent cross-section SCHOOL EXECUTIVE survey of superintendents in the United States gave testimony to the existence of these three trends.

First, order at long last is appearing out of the masses of research which has clogged the wheels of movement in education. Second, action research is becoming widely used as a method, often being financed by appropriations from private foundations. Third, more and more local school systems seem anxious to cooperate in research projects. In the same sense, there are increased pressures from lay groups of citizens for more study of methods, curriculum, and aims in local districts.

Order from Chaos

To make order out of the masses of research has long been the aim of conscientious educational scholars. In 1956, the culmination of years of work in the study of educational administration came in the form of an emerging theory. This theory, which should set the stage for a new era of research, is being published in a volume sponsored by the National Conference of Professors of Educational Administration entitled *Administrative Behavior*

EDUCATIONAL RESEARCH

in Education. In it Authors Roald Campbell, Ohio State University, and Russell Gregg, University of Wisconsin, and associates, have synthesized all of the important research in the administration of education.

Grants Aid Field Research

Another factor influencing orderliness in educational research has been the grants of private and public funds for specific research projects. Grants by the W. K. Kellogg Foundation to the Cooperative Program in Educational Administration has stimulated much high quality, well-directed research across the nation. Just a few examples of the 1956 projects are: the long-range studies of administrator identification carried on at Stanford University; the recruitment inquiries at the University of Texas; the investigations of the intermediate unit of school administration at the University of Wisconsin; the New Mexico studies on the citizen involvement in evaluation; the Harvard University school-community research; and the research of Percival M. Symonds, Teachers College, Columbia University, leading to the development of an Education Interest Inventory.

In the spring of 1956 Congress appropriated over a million dollars for research in education. It fell to the Office of Education to recommend projects worthy of financial assistance. By October the projects of fourteen colleges and one state department had been approved. The general field covered by these projects are: education of the mentally handicapped; development of the special abilities of students; educational aspects of juvenile delinquency; retention and continuation of students in schools and colleges; staffing the nation's schools and colleges; and educational problems resulting from population mobility. In addition to these, the Office of Education has proposed three other projects for a cooperative program of research: implications of expanding technology for vocational education, educational needs of low-income rural families, and the educational uses of television.

If these grants have helped give

some order and direction to research they have also been stimuli to programs of action research. The Fund for the Advancement of Education has contributed to experimentation in the educational uses of television. The action research projects carried on at Hagerstown, Maryland, and Schenectady, New York, among others, are being watched with interest by the teaching profession. The Metropolitan School Study Council is investigating the most effective uses of community resource persons in education. The Library Book Club of America has sponsored action research in stimulating children to read. The Bay City, Michigan, study of the best uses of teacher competency has created nationwide interest on the part of both professional and layman. Another action research project sponsored by the Fund for the Advancement of Education is the experiments in the teaching of abstract ideas (which has come under the fire of the American Legion).

Local Schools Become Laboratories

And in 1956 there was a good deal of just plain shirtsleeve-type action research carried on without foundation funds in thousands of school districts across the country. Curriculum, reading, and reorganization studies, community survey and building studies contributed to improvement of education generally. Action research was rated as one of the two most significant happenings in their own school systems according to superintendents polled by THE SCHOOL EXECUTIVE.

Along with the programs of action research has come an increased public interest in experimentation by their schools. That lay citizens have not only permitted action research in their schools, but have even encouraged and participated in it is an important trend for educational research. This trend is verified not only by THE SCHOOL EXECUTIVE Administrator's Survey, but by prodigious literature describing various research projects in action.

With these trends, 1956 was D-1-year for research in education. 1957 should be D year.

CITIZENS GROUPS

CITIZENS GROUPS which have organized to help their schools have begun shifting their emphasis from getting the next bond issue passed to plumbing the problems of education itself. Here are a few examples of lay group activities over the year.

Citizens Committees at Work

The Long Island, New York, Citizens Council helped set up neighborhood conferences at which adjacent communities surveyed common problems. On the agenda now is a large workshop meeting on secondary education.

The citizens advisory council in Easton, Pennsylvania, sent a five-page questionnaire to parents of 1700 local school children asking what they thought of their school system, whether or not it was meeting satisfactory objectives, and what improvements were needed.

The Connecticut State Department of Education appointed a special advisory committee, headed by John

Hersey, to study how to encourage school districts and school leaders to give more consideration to gifted children.

The Corning, New York, citizens committee is undertaking a study of the secondary school curriculum.

The New York State Citizens Committee distributed questionnaires on teacher status to 200 communities in the state. Results of the poll were then given to local citizens groups for study and follow-up action.

This is how Violet Edwards, executive director of the New York State Citizens Committee, sums up the present status of local groups in her state: "The problem is no longer how to arouse interest. Rather, it is for these citizens to find the ways in which this constructive concern can bring the most effective effort for better schools—for our children, now and tomorrow."

White House Conference Follow-Up

Cecil H. Hartung, regional director of the National Citizens Council for

Better Schools, notes these developments in the Midwest as an aftermath of the White House Conference on Education:

The state of Missouri held seven regional conferences during September. At the St. Louis meet, some 550 persons hammered out recommendations on educational goals, teachers and finance which should have a great effect on future school policies in the area.

North Dakota and Nebraska held state conferences in November which dealt primarily with these states' two major problems—school district reorganization and finance. Iowa held a similar conference early in December. State citizens groups in Wisconsin and Minnesota encouraged and aided local conferences at which local problems were reviewed.

Other state groups have undertaken similar activities: The Iowa Council went on the air with a series of 13 tapes publicizing the schools carried on radio stations in the state. Because of its success, a second series is now being



Discussion table #2 at the White House Conference on Education held in 1955. This national lay parley, held after state and local conferences, served as a springboard for follow-up action on school problems throughout the country.

developed. The Michigan group is working on a study for financing public education for the next 20 years in that state. The South Dakota Committee has just released its Sixth Report to the People—a biennial report outlining legislative proposals for school improvement which includes a recommendation for an additional 1¢ sales tax for schools.

Schools in the news

A survey of education editors appearing in *Editor and Publisher* last fall showed that more and more newspapers throughout the country were focusing public attention on school issues and that their concern was to report "education in depth." Here are a few examples:

The *Cleveland Press* ran a three-part series on that area's school outlook. The *Denver News-Post* is running as many features as straight news items on education. The *Bridgeport* (Conn.) *Herald* initiated a 16-page "Back to School" magazine exclusively on school news to appear periodically throughout the year. The *Dayton* (Ohio) *Journal Herald*, after serializing Rudolf Flesch's book, ran articles explaining the school reading program written by authorities whom PTA groups had suggested.

Comments Henry Toy, president of the National Citizens Council for Better Schools: "If 1957 doesn't bring an expanding coverage of school news, I for one will be most surprised."

Teacher Recruitment in Virginia

In Virginia, a committee for teacher recruitment was organized which within six months has 22 state-wide groups as members actively helping recruit teachers for Virginia's classrooms. To date they have organized 31 local teacher-recruitment committees, publicized the state's teacher shortage through newspaper ads, developed a new scholarship plan to attract qualified students, and have probed what present Virginia teachers like and don't like about teaching. Said the chairman of the state committee: "Our immediate aim is to bring into the profession enough able people to fill the vacancies; our long range plan is to encourage capable boys and girls to enter the teaching profession."

Teacher Recognition in Georgia

The education committee of the Georgia Chamber of Commerce has developed what Maurice D. Bement, regional director of the National Citizens Council, calls "one of the outstanding

teacher recognition programs of the country." Selection of excellent teachers begins at the local school unit and progresses from there to the district, to county, to congressional district and finally to the state at large. Through this procedure several hundred teachers are honored during the year. This recognition phase of an overall teacher-recruitment program has helped lift the status of the teacher in Georgia and has been instrumental in increasing teachers' salaries.

School Board Project

In May, the National School Boards Association initiated a Research and Development Project, financed by a \$65,000 grant from the Fund for the Advancement of Education. This question led to the project's formation: It takes industry and science about 5 years to get a valid idea into operation while it takes about 50 years to get an educational idea into practice; why the delay, what are the roadblocks and how can they be overcome? From this basis, the project group will try to define the responsibilities of laymen in improving public school education and how these citizens groups can best cooperate with professional school people in accomplishing their objectives.

Courier-Journal & Louisville Times photo



Members of Jefferson County, Ky., Citizens Commission attend local board meeting, hear it conduct school business on money, personnel and districting, and offer suggestions.



Teachers, administrators, parents and clergymen discuss "How to pay for the education we want" at the little White House conference of the Minnetonka, Minn., school district.

BUSINESS

THE FOLLOWING want ad appeared last year in *School Business Affairs*, monthly newsletter of the Association of School Business Officials:

WANTED, BUSINESS MANAGER: *Delightful small city of 6,500 is looking for a business manager for the school system, including both elementary schools and a secondary school. Applicant needs to know accounting, school finance, purchasing, building operation and maintenance, insurance and personnel management. He will have charge of all non-certified employees and the entire physical plant.*

What did our business manager, taking over in 1956, find happening that year to help him accomplish his various tasks, so neatly spelled out in the want ad?

ASBO Activities

He found that his national professional organization, the Association of School Business Officials, was showing an increasing level of professionalization. 1956 was ASBO's first year with a full-time executive secretary, Charles W. Foster. And, plans were underway to employ an assistant to Mr. Foster and a professional librarian "as soon as finances permit."

Perhaps our business official found himself one of 2,000 school business managers, purchasing agents, superintendents of building and grounds and other administrators attending ASBO's 42nd annual convention in October in Washington.

In 1956, at least 15 state and provincial, and several local and regional, associations of school business officials, held conventions, conferences and meetings.

Becoming a Profession

In addition, our newly-appointed business manager found that 76 colleges and universities were offering more than 175 courses of value to him in his work.

He may have attended one of several workshops and institutes on many aspects of business management. School business groups in Connecticut and New Mexico, for example, held regional workshops on such topics as heating and ventilation, lighting controls, safety and building security measures, and purchasing and budgeting.

Not only could our school business manager attend courses and workshops during 1956, but his custodian had several conferences to choose from.

Typical of this was the annual Conference for School Custodians, Engineers and Bus Drivers held at Michigan State University, with about 1,400 persons attending.

Most important of all, our school business manager learned that the first International Workshop in School Business Management would be held during the summer of 1957 at the University of Pennsylvania. It will be co-sponsored by the Wharton School of Commerce and the Association of School Business Officials.

Commenting on this, William Arnold, dean of the School of Education at the University of Pennsylvania, declared that "school business management is long overdue in gaining just recognition as a profession. Our professional schools have too long neglected to provide professional training opportunities in this area."

Publications in the Field

1956 saw the organization newsletter, *School Business Affairs*, publishing results of a study on the qualifications, experience and education of American school business officials. The study was made by Bernard R. Oosting, business manager of the Hinsdale, Illinois, Public Schools. One of the most significant revelations of the study showed that over 75 percent of those questioned had been teachers before assuming their present positions.

Several important publications appeared in 1956. Chief among these was the new national accounting handbook, *Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts*.

This publication was the result of cooperative research and development

by ASBO, AASA, the Council of Chief State School Officers, the Department of Rural Education of NEA, National School Boards Association and the U. S. Office of Education. It received final approval by all the participating organizations in 1956 and will be ready for national distribution early in 1957. Plans for a similar manual on purchasing are under way.

In New York state, a series of ten handbooks on school business management were published by the Bureau of Field Financial Services of the State Education Department, working with practicing schoolmen. These covered the following topics: responsibility, insurance, budget, accounting and reporting, purchases and stores, transportation, operation and maintenance, school lunch, income, and personnel.

Several cities and counties published similar manuals for local use in 1956. Among these was *A Guide to School Business Services*, published by the office of the superintendent of schools, San Diego County, California.

Also appearing during the year was *School Business Administration*, a basic sourcebook covering every phase of the field. Edited by Henry H. Linn, professor of education at Teachers College, Columbia University, it has 16 contributing authors, all of them prominent leaders in educational management.

School Insurance

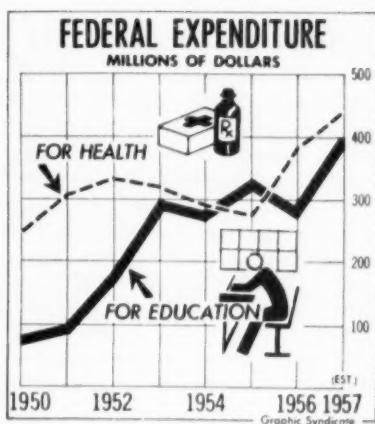
1956 also saw an unusual interest in school insurance programs. At least four doctoral studies were underway on school insurance practices and costs. In addition, ASBO has a research committee developing data in this field.

The Office of Education released a comprehensive analysis of the status of property insurance in the schools of the nation.

Last year saw school business officials increasing professional contacts with other groups. At the ASBO convention, for example, a joint meeting with the Civil Service Assembly of the United States and Canada covered the subject of personnel management.

Thus, 1956 found our business manager who got the job in the "delightful small city," as well as thousands of others throughout the nation, receiving guidance and assistance from their professional organizations; from workshops, conferences and institutes; from research; and from the tools and working aids he needs to help him do a good job better.

MONEY



IT COULD BE that 1956, as far as money for schools was concerned, saw little which was significant. Also, what didn't happen money-wise could have been more important than what did occur. One thing can be said for sure—schools in 1956 needed more money than was available. However,

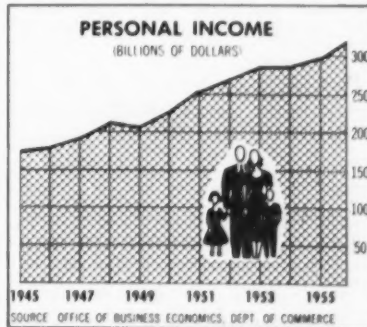
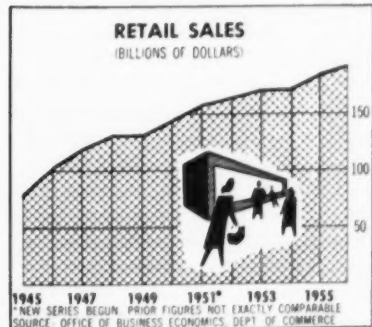
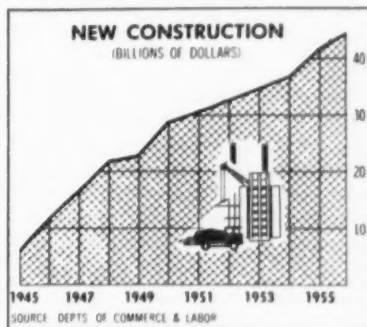
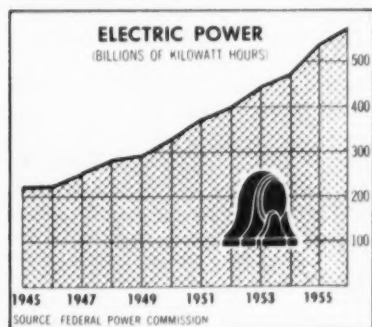
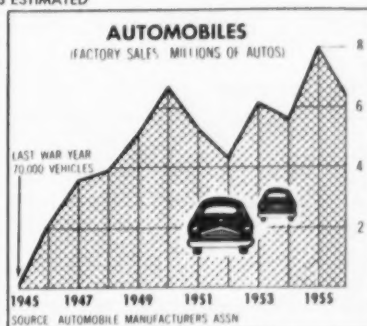
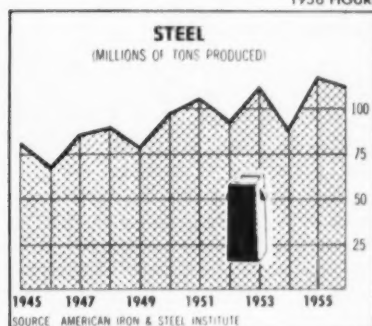
1956 may have paved the way for action in 1957. Listed below are some of the money happenings of 1956:

1. Expenditures for public schools—\$10.6 billion.
2. 2 percent of national productivity was spent on public schools.
3. School revenues were derived from:

| | |
|-----------------|------|
| Local sources | 58% |
| State sources | 37½% |
| Federal sources | 4½% |
4. Continued inflation reduced the amount that money would buy.
5. Building construction costs continued to increase. According to H. F. Clark, school building costs during 1956 increased from 214.9 to 220.5 based upon 100 as the price index in 1939.
6. Interest rates on school bonds increased in 1956 from 2.92 in January to 3.3 in September.
7. The U.S. Office of Education received from the Congress a two-thirds increase over its last year's appropriation.
8. Congress appropriated \$7½ million for rural library services.
9. The Congress failed to pass any legislation to help finance school building construction.
10. New York State revised its formula for state support of schools. The new legislation provided \$330 per pupil as its minimum program—the highest in the nation.
11. Several states increased state support for school buildings.
12. Colorado, for first time in its history, appropriated state money for school transportation purposes (approximately 25 percent of total cost).
13. Kentucky provided full state support for its foundation program.
14. Twelve state legislatures enacted legislation raising teachers' salaries.
15. The Congress for the first time appropriated for vocational education the full amount authorized under the vocational education acts.

U. S. ECONOMIC GROWTH 1945-1956

1956 FIGURES ESTIMATED



POLICY-MAKING

"EVEN THOUGH public education is a state and local responsibility, it is a national problem," observes Shirley Cooper, AASA associate secretary. "The attention it has received in the press and other mass media of communications and in the recent presidential campaign by both political parties is indicative of its importance. It is in this manner that nationwide concepts which, in the long run will be translated into operating policies in state and local communities, have been formed."

Administrative Problems

Dr. Cooper reads current public opinion on school administrative problems as follows:

1. Schools in the future must do more than they have done in the past, and do it better.
2. Financial expenditure for public education must be sharply increased.
3. The dignity and importance of teaching must be placed at a higher level.
4. The professional preparation of school administrators must be tightened and substantially strengthened.
5. More time, more effort and more money must be put into research to show the why, the how and the results of public education.
6. More of the financial burden of school support must be shifted from property tax to a more realistic source of income.
7. Administrative organization must be developed that makes the best possible use of educational resources.

Teamwork

Another point is taken by Wayne O. Reed, acting U.S. Commissioner of Education. At the local level, he finds a number of developments in administration which, although by no means new, are significant. The processes of school administration and administrative leadership were emphasized with literally hundreds of school systems engaging in studies in this area.

"As a result if this emphasis," Reed notes, "there is emerging more clearly and more widespread than previously the concept of school administration as a teamwork process." Some examples of these research activities follow:

1. The orientation and in-service education of school board members,
2. The importance of school board-superintendent relationships.
3. The relationships within the administrative staff,
4. Utilization of the instructional staff in shaping school policy,
5. Facilitating more active participation of lay citizens in school affairs, especially by organizing lay advisory councils or study groups.

Policy Statements

The steady growth of lay interest and participation in school affairs is indeed remarkable. During the past year more and more such groups turned to a study of the educational program and its evaluation in their communities. And they all concluded with the same question, the same goal—how good can we make our schools?

The increasing interest of lay groups has prompted more school boards to clarify the role of citizens advisory committees in relation to their policy-making. Furthermore, according to Don Ross, coordinator of research for the New York State Department of Education, there was "widespread concern with the development of systematic statements of school district policies, rules and regulations." In many cases, such written policy statements carrying clarifications of the lay committees' role, were published and made available to school employees and people in the community.

Ross has found that in some places a truly creative approach has been taken in developing written board policies. Here the intent has been to create a mechanism through which the board can act on important topics and thus perform its true policy-making function, rather than waste time on minutiae.

The National School Boards Association seems to be showing encouraging growth and development. Its ef-

forts to improve the effectiveness of school boards throughout the nation are promising. Especially noteworthy is the NSBA plan to carry on an intensive research program.

District Reorganization

Efforts to expand school district boundary lines were seen in several states. In North Dakota, citizens and school trustees, in a conference with statewide representation, devoted themselves to the dual problem of school district reorganization and finance. The same was true in Nebraska. Wayne Reed reports that in a number of states, legislative commissions or interim study groups were engaged in making studies and proposals for securing more effective school district reorganization legislation. He notes particularly that improvement of the structure, organization and services of intermediate districts, most of which at present consist of single counties, attracted attention.

Central Office Changes

Two more states, Ohio and Kentucky, have joined the list of states in which the state board of education selects the state superintendent of public instruction.

The need for more adequate administrative staffing was widely studied. Because schools are now expected to do more than just "teach," claims Don Ross, there has been a significant increase in the number of positions created to provide professional central office assistance to superintendents.

Administrative machinery for coordinating school public relations has been greatly improved. One major cause singled out by Henry Toy, president of the National Citizens Council for Better Schools, is the "resurgence of interest by newspapers in school news."

Still To Be Solved

Undoubtedly, the most perplexing problems that faced school policy-makers and administrators throughout our bountiful land involved shortages: a shortage of top-quality teachers, of school funds, of standard classrooms, plus a marked shortage of leadership in resolving the desegregation issue.

Consistent progress in these matters is indicated, although they are far from hurdled yet. Regarding desegregation there has been dramatic news both good and bad, but one observer called attention to the "quiet unpublicized progress of a great deal of integration."

PARTY PLATFORMS ON EDUCATION

ATTENTION to public education during the 1956 presidential campaign was probably greater than in any such previous campaign in our history. Most notable, observed Edgar Fuller, executive secretary for the National Council of Chief State School Officers, was that "the leaders and the platforms of the two political parties followed the general trend toward the use of the entire local-state-federal tax structure for educational support." Such a move would do for public education, Fuller points out, what is already in effect in the case of highways, health, public assistance, educational research and other services for the public.

Official platforms adopted by the two major political parties in August, 1956 contained the following statements pertaining to education:



From the Republican Platform

The Republican Party believes that the physical, mental and spiritual well-being of the people is as important as their economic health. It will continue to support this conviction with vigorous action.

Republican action created the Department of Health, Education and Welfare as the first new federal department in 40 years, to raise the continuing consideration of these problems for the first time to the highest council of Government, the President's Cabinet.

Through the White House Conference on Education, our Republican Administration initiated the most comprehensive community-state-federal attempt ever made to solve the pressing problems of primary and secondary education.

Four thousand communities, studying their school populations and their

physical and financial resources, encouraged our Republican Administration to urge a 5-year program of federal assistance in building schools to relieve a critical classroom shortage.

The Republican Party will renew its efforts to enact a program based on sound principles of need and designed to encourage increased state and local efforts to build more classrooms.

Our Administration also proposed for the first time in history, a thorough nation-wide analysis of rapidly growing problems in education beyond the high schools.

The Republican Party is determined to press all such actions that will help insure that every child has the educational opportunity to advance to his own greatest capacity.

The Republican Party accepts the decision of the U. S. Supreme Court that racial discrimination in publicly supported schools must be progressively eliminated. We concur in the conclusion of the Supreme Court that its decision directing school desegregation should be accomplished with "all deliberate speed" locally through Federal District Courts. The implementation order of the Supreme Court recognizes the complex and acutely emotional problems created by its decision in certain sections of our country where racial patterns have been developed in accordance with prior and longstanding decisions of the same tribunal.

We believe that true progress can be attained through intelligent study, understanding, education and good will. Use of force or violence by any group or agency will tend only to worsen the many problems inherent in the situation. This progress must be encouraged and the work of the courts supported in every legal manner by all branches of the Federal Government to the end that the constitutional ideal of equality before the law, regardless of race, creed or color, will steadily be achieved.



From the Democratic Platform

Every American child, irrespective of race or national origin, economic status or place of residence, has full right under the law and the Constitution, without discrimination, to every educational

opportunity for developing his potentialities.

We are now faced with shortages of educational facilities that threaten national security, economic prosperity and human well-being. The resources of our states and localities are already strained to the limit. Federal aid and action should be provided, within the traditional framework of state and local control.

We pledge the Democratic Party to the following: (1) Legislation providing Federal financing to assist states and local communities to build schools, and to provide essential health and safety services for all school children; (2) Better educational, health, and welfare opportunities for children of migratory workers; (3) Assistance to programs for training teachers of exceptional children; (4) Programs providing for the training of teachers to meet the critical shortage in technical and scientific fields; and (5) Expansion of the program of student, teacher and cultural exchange with other nations.

We commend the 84th Congress for voting the maximum authorized funds for vocational education under the Smith-Hughes Act for the first time in the history of the Act. We pledge continuing and increased support of vocational training for youth and adults, including aid to the states and localities for area technical-vocational schools.

We will continue our efforts to eradicate discrimination based on race, religion or national origin. We know this task requires action, not just in one section of the nation, but in all sections. It requires the cooperative efforts of individual citizens, and action by state and local governments. It also requires federal action. The Federal Government must live up to the ideals of the Declaration of Independence and must exercise the powers vested in it by the Constitution.

We are proud of the record of the Democratic Party in securing equality of treatment and opportunity in the nation's armed forces, the civil service, and in all areas under federal jurisdiction. The Democratic Party pledges itself to continue its efforts to eliminate illegal discriminations of all kinds, in relation to (1) full rights to vote, (2) full rights to engage in gainful occupations, (3) full rights to enjoy security of the person, and (4) full rights to education in publicly supported institutions.

Recent decisions of the Supreme Court of the United States relating to segregation in publicly supported schools and elsewhere have brought consequences of vast importance to our nation as a whole and especially to communities directly affected. We reject all proposals for the use of force to interfere with the orderly determination of these matters by the courts.

MEN IN THE NEWS

IN 1956, the educational spotlight beamed intensely, and sometimes lengthily, on the following newsmakers.



Lawrence G. Derthick was appointed U.S. Commissioner of Education. Prior to this appointment he was superintendent of schools in Chattanooga, Tennessee.



Worth McClure resigned as executive secretary of the American Association of School Administrators.



Finis Engleman, formerly Connecticut commissioner of education, accepted appointment as executive secretary of the AASA.



Samuel M. Brownell resigned as U.S. Commissioner of Education to become superintendent of the Detroit Public Schools.



Charles H. Boehm was appointed Pennsylvania superintendent of public instruction. He was formerly Bucks County, Pennsylvania superintendent of schools.



William F. Russell, formerly president of Teachers College, Columbia University died.



Charles S. Johnson, president of Fisk University, died.



Henry C. Toy Jr. was appointed president of the National Council for Better Schools.



William A. Shannon, superintendent of schools, Morristown, Tennessee, succeeded Edward M. Tuttle as executive secretary of the National School Boards Association.



O. H. Roberts Jr., attorney of Evansville, Indiana, was appointed director of the research program sponsored by the National School Boards Association.



Henry T. Heald, formerly president of New York University, accepted the presidency of the Ford Foundation.



Novice G. Fawcett resigned as superintendent of the Columbus, Ohio, Schools to accept the presidency of Ohio State University.



Devereux C. Josephs, chairman of the board, New York Life Insurance Company, was appointed chairman of President Eisenhower's Committee on Education Beyond the High School.

Daniel R. Davies, Teachers College, Columbia University, was appointed acting director of the newly formed Council of 30 leading universities to further cooperative research in the area of educational administration.

Books about education and books about great social issues are among those which have been suggested by school administrators, professors of educational administration, and the editors of leading periodicals as being especially important reading for persons interested in the broad view of education. Based upon such suggestions, the editors have listed a number of 1956 publications which deal not only with education *per se*, but with some of the major social concerns of our day.

Patterns of Educational Leadership

By Vivienne Anderson and Daniel R. Davies, *Prentice-Hall, Inc., New Jersey*, 1956, 248 pp., \$3.95.

A practical aid for administrators as well as a particularly adaptable text for college courses in school administration, this book emphasizes wholesome human relations as a prerequisite for effective leadership. It also urges the cooperative approach to decision making as being especially sensible in educational administration. The book contains interesting, real-life case studies of leadership problems and possible methods for solving them. Also included are the new check lists on administrative competency based on the Kellogg research projects in this area.

Toward A Reconstructed Philosophy of Education

By Theodore B. H. Brameld, *The Dryden Press, Inc., New York*, 1956, 417 pp., \$4.50.

The forces of progressivism viewed either from *pro* or *con* served as a challenge to educational thinkers throughout the 1920's and 1930's. Since World War II however, education has entrenched itself, losing the virility of creativeness and liberalism which characterized the earlier movements. The purpose of this volume is to "point the way toward a fresh and exciting period of opportunity for American education . . . (so) that we might . . . learn how to move forward toward the future rather than backward into the past or upward toward eternity."

American Pragmatism and Education

By J. I. Childs, *Henry Holt & Co. Inc., New York*, 1956, 372 pp., \$4.50.

At a time in American history when the forces of change have in a burst of acceleration rocked the foundations of traditional education, this book appears on the scene to re-examine the basic premises of the philosophy which has encouraged and nourished that change. This book sets forth the view of pragmatists about the dichotomous nature of our culture as well as defines some of the ambiguities which have appeared in the original educational formulations of pragmatism.

The Biological Basis of Human Freedom

By Theodosius Dobzhansky, *Columbia University Press, New York*, 1956, 135 pp., \$2.95.

Examining some of the most coveted values of our times under the microscope of modern scientific knowledge, an eminent biologist opens great avenues for social progress. This book makes excellent companion reading along with Ashley Montagu's *The Biosocial Nature of Man* (New York: Grove Press, 1956, 123 pp., \$1.00.)

Youth: The Years from Ten to Sixteen

By Arnold Lucius Gesell, Frances L. Ilg and Louise Bates Ames, *Harper & Brothers, New York*, 1956, 542 pp., \$5.95.

Based on long range systematic study of normal youngsters,

THE YEAR'S GREAT BOOKS

Gesell and Company have made another important contribution to the understanding of youth. Continuing in the tradition of the *Infant Child in the Culture of Today* and *The Child from Five to Ten*, this book carries the developmental approach on to early adolescence. But the developmental approach is related to the concrete situations which daily occur in the lives of adolescents in their homes, schools and communities. These years are revealed not as a unique period of stress and emotional conflict (except as their problems are compounded by environmental factors) but as a consistently patterned segment of the total cycle of development.

What Man May Be

By George R. Harrison, *William Morrow & Company, New York*, 1956, 278 pp., \$4.00.

In a particularly readable fashion, the dean of the School of Science, Massachusetts Institute of Technology, sets forth a philosophy of life in a world transformed by the marvels of science. Some of the most troubled questions which people without scientific orientation have been asking are answered here in an objective manner. After a ledger of man's scientific accomplishments, the author looks with optimism at the future.

From School Program to School Plant

By John H. Herrick, Ralph D. McLeary, Wilfred F. Clapp and Walter F. Bogner, *Henry Holt & Co., New York*, 1956, 482 pp., \$6.00.

With the theme that the educational program is the key to school plant design this book combines an extensive look at the processes involved in planning school plants with an intensive look at the school plant and its features.

Profiles in Courage

By John F. Kennedy, *Harper & Brothers, New York*, 1956, 266 pp., \$3.50.

Courage, according to Senator Kennedy, is like a many faceted diamond—it owes much to its setting. There have been men in the history of the American Congress who have shown courage by standing on principle against the passions of their colleagues, their constituents and the general public. Who these men were, what they did, and the complex events which formed the setting for their acts of courage, comprise the theme of this book. It is an excellent study of leadership in American society.

The Power Elite

By Charles Wright Mills, *Oxford University Press, New York*, 1956, 423 pp., \$6.00.

The same penetrating pen which examined the shabby genteel in *White Collar*, in this present book pries into the way of living of our society's "higher" circles. The Big Rich, the Managerial Demiurge, the Warlords, the Political Directorate are all dissected without compassion by a leading sociologist who may not command universal agreement, but who will cause every thoughtful reader occasion for pause and reflection.

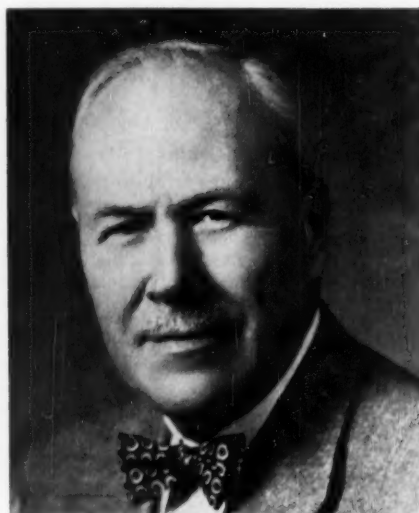
EDUCATIONAL STATESMEN

The four men shown here demonstrated outstanding statesmanship in the field of education during 1956



Omer Carmichael
Superintendent of Schools, Louisville, Kentucky

For planning, leadership, vision and courage much above the ordinary in handling the desegregation issue in Louisville.



Finis E. Engleman
Executive Secretary, AASA, Washington, D.C.

For courage, vision and forthrightness in connection with the work of the White House Conference on Education and with the work of the Commission in the preparation of its report to the President.



John H. Fischer
Superintendent of Schools, Baltimore, Maryland

For outstanding leadership to the people of Baltimore, the Board of Education and professional staff, and to the educational profession as a whole.



Adlai E. Stevenson
Lawyer, Libertyville, Illinois

For the admirable presentation of proposals respecting the educational needs of the nation in his program for a new America, and the Federal Government's part in meeting these needs.

Climax and Prologue

THE YEAR 1956 was filled with events which both brighten hopes and evoke despair for the future of American Education.

It was a year in which the official report of the White House Conference on Education revealed that the American people strongly support the purposes of public education in a democratic society. That they have faith in their schools, and desire to make available the resources needed—even to the extent of utilizing federal funds—to cope with the current crisis in education.

On the positive side, last year brought several developments of promise—promise, for example, to intensify the search for reliable answers to educational problems, to promote the conservation of intelligence, to increase the productive potential of teachers, to improve the quality of teacher preparation and to awaken the American people to the problems facing higher education. Contrasted to these hopeful possibilities were the increased racial tensions throughout the nation and their impact on public schools which invite despair.

Federal funds for research

The most important single event during the year in terms of its long-range impact on education, in this writer's opinion, was the increased appropriations by the 84th Congress for educational research. About \$1 and 2/3 million were included in the budget of the U. S. Office of Education to support co-operative research developed by departments of public instruction and institutions of higher learning in the various states.

The significance of this move by the Federal Government to support educational research should be assessed against the background of several considerations:

1. Past efforts to improve education have had to



By LINDLEY J. STILES, dean of the School of Education at the University of Wisconsin, Madison.

go forward with a minimum of help from basic research in the field. While business and industry, and the Federal Government itself, have poured tremendous amounts of money into technological research, very little has been available for research in the social sciences, including education. What research we have had has been conducted largely by doctoral candidates and a few dedicated scholars working on the fringes of their time and energy. Only occasionally has a foundation supported sustained educational research. When it has, the results in terms of educational advancement have invariably justified the investment.

2. In allocating federal funds for educational research the American people seem, at long last, to have found a way to utilize their resources at the national level to help improve their schools. This type of research support is possible without trespassing on the long-established points of resistance to federal aid to schools—federal control of education, allocation of federal funds to church schools, and the use of federal money to compel integration of the races in segregated schools.

Conservation of intelligence

A growing interest in conserving intelligence was evidenced most significantly during the year by increased efforts to identify intellectually-gifted children and to design for them more appropriate educational programs.

It is already established that most gifted youth make satisfactory social adjustments and excel academically when they enter college after only two years in high school. Now, several programs of co-operation between colleges and high schools have been designed to help superior students who prefer to remain in high school. These programs, now underway, will permit such students to complete college courses for credit, or to qualify for college credit through examination, while carrying their high school studies.

Above all else, these developments, and the general public interest that supports them, seem to indicate a marked shift in the attitude of Americans toward the intellectual and the use of intelligence to solve our nation's problems. The past several decades

have witnessed an odd current in this country: the deprecation of the intellectual and the glorification of the average man. Schools, beset as they were by rapidly increasing enrollments and inadequately prepared teachers, were compelled to gear their curriculums and standards to the average student.

Events in 1956 reflected a change of attitude toward the person who is intellectually able; and secondly, they represented efforts to provide, in public schools, educational experiences designed to develop intellectual competence to the maximum.

Increasing Teacher Production

To efforts of recruiting and retaining an adequate number of teachers to meet increases in enrollments was added this past year, an emphasis on increasing the productive potential of teachers.

While individual workers are accomplishing more in practically every other field, the teacher is found today to be "producing," in terms of the number of pupils taught, less than the teacher of a generation ago. The Bay City, Michigan, project in which teacher aides are used to help "master" teachers process more pupils, and experiments utilizing television and telefilms to make possible the teaching of many pupils by one outstanding teacher, point up the possibility of more ways to spread the benefits of qualified teachers to greater numbers of pupils.

These studies have had sufficient impact already to cause some to believe that certain instructional procedures are obsolete, and that with not enough good teachers to go around the productive potential of teachers must be increased. Standard arguments relative to class size, for example, appear to be out-of-date. The future may well see class sizes more closely related to the content, media and approach involved as well as the maturity level of learners and the particular ability of the individual teacher.

Better teacher preparation

Specialists in subject fields in colleges and universities are realizing the need for better prepared teachers and have begun to examine the quality of preparation teachers receive in the major fields for which they are responsible. Projects sponsored by the American Association for the Advancement of Science and the National Science Foundation are aimed at improving teachers' knowledge of "what" they teach.

This acceptance of responsibility for the preparation of teachers by subject specialists has led to closer cooperation between them and the education professors. A number of member groups of the Association of Learned Societies, for example, are helping to

initiate a cooperative approach to recruitment, improving certification standards and providing in-service education for teachers. Such cooperation, suggests that teacher education is coming to be the joint responsibility of all who share in the total program of teacher preparation and can prove only beneficial to education in America.

A second major development which promises to upgrade the preparation of teachers was the final establishment during the year of the National Council of Accreditation of Teacher Education. This recently-formed national agency, composed of representatives of major groups concerned with the preparation of teachers, will undertake the enormously important task of developing and promoting quality standards for teacher education programs in colleges and universities.

Education beyond high school

The educational problems which have confronted elementary and secondary schools during the past decade are now casting their shadows toward post-high school and college programs. The seriousness of the situation is emphasized by President Eisenhower's decision to call for a nation-wide study, similar to the White House Conference, of the problems of education beyond the high school level.

Such a study may help ease the shock of the educational crisis at the advanced levels. It can be expected, for example, that as problems confront higher education—and the cost of their solutions are contemplated—the same types of general criticisms which had recently been leveled against the elementary and secondary schools will be directed toward colleges and universities. If our experience with such attacks is a reliable indicator, college administrators and faculties will be called upon to defend such things as the objectives of higher education, costs, admission practices, academic standards, student morals and conduct and the need for research and service programs. They may also be asked why "John" can't read, or doesn't know American history, even after graduating from college.

College professors, some of whom joined in the attacks against the lower schools, may well find themselves on the defensive as they, in turn, become the whipping boys for all the nation's weaknesses.

Most of the challenges to colleges and universities will come from sincere individuals and groups who honestly want to know what goes on in the ivy towers of higher learning. Some (already making their appearance last year) will come from leaders in institutions, not benefiting from legislative appropriations, who seek to build support for their colleges by sug-

gesting that public institutions of higher learning are inferior. Others, it can be expected, will be promoted by professional "rabble rousers" who, backed by powerful interests which want only to keep taxes down, will resort to smear tactics to discredit higher education and college faculties in the eyes of the general public.

Fortunately, educators in public schools have demonstrated that such attacks can be countered by sound definitions of the schools' function and solid facts on how their objectives are being achieved. The success achieved in defending the public schools should prove of great benefit to higher education in the years ahead.

Integrate or Abandon?

Events springing from another kind of educational crisis have more alarming implications for the future. The central focus of the conflict over segregation-integration is in the South, but the outcomes of this struggle will affect public education in all states.

People throughout the nation have been stunned by the action of state after Southern state to authorize the abandonment of public schools in preference to carrying out the mandate of the Supreme Court against compulsory segregation. All responsible citizens, both in and out of the South, who believe that public education is essential to the existence of self-government, are compelled to fear the ultimate consequences of any state discontinuing its system of free public schools.

All acquainted with the intensity with which people, on both sides, feel this problem realize that its solution will take time. Those familiar with the patterns of sociological adjustment of individuals and groups under stress recognize that many communi-

ties are now passing through what must be recognized as a stage of mass panic. Candid assessment of group actions taken, even when they represented a majority of those voting, reminds one that the rational opinions of responsible Southern leaders are yet to be heard on a scale comparable to the hysterical, intemperate reactions which make the news. The experiences of communities which are quietly integrating their schools (540 school districts in 1956) gives assurance that legislative authorization for abandoning public schools may never be carried out on a widespread basis.

The fact is, however, that large segments of the American people, and their duly elected representatives, have gone on record in favor of discontinuing their public schools. Regardless of how many schools are actually closed, the official record of this mass vote against public education will stand forever as a grim reminder of how delicate is the thread by which our democracy is suspended. It warns us anew, and in dramatic fashion, that freedom and the major instrument for its preservation—the public schools—cannot be taken for granted. It raises again, and for the immediate future, the question regarding the responsibility of all the people of the nation for guaranteeing that no child, wherever he may reside, is denied the opportunity of free public schooling.

This basic question, which probes deeply into political conflict, deals with more than just an educational problem.

The question focuses directly on the fundamental issue of whether the United States is just a collection of loosely associated governmental units, each basically a law unto itself, or is, in fact, "one nation, under God, indivisible, with liberty and justice for all".



Derthick Appointed U. S. Commissioner

WASHINGTON — Lawrence G. Derthick, superintendent of schools, Chattanooga, Tenn., has been named U. S. Commissioner of Education by President Eisenhower.

The 50-year-old leader in educational administration succeeds Samuel M. Brownell, who resigned to accept the superintendency of schools in Detroit.

Dr. Derthick's appointment is expected to be confirmed by the Senate when it reconvenes this month.

Educators Happy

The appointment was well-received in educational circles. In a statement to the press, NEA Executive Secretary William G. Carr declared that "we commend the President and Secretary Folsom for their efforts to provide competent leadership for the Office of Education.

"The leaders of our Federal Government have some crucial decisions to make with regard to the welfare of our schools and colleges. They need the best available information and the soundest possible professional advice in developing a program that will meet the educational needs of the nation.

"We are confident," Dr. Carr continued, "that Dr. Derthick will provide that kind of advice."

Headed AASA

Dr. Derthick was AASA president in 1953-54, presiding at the organization's annual convention in 1954 at Atlantic City, N.J. Dr. Derthick served as chairman of the 1953 AASA yearbook, *The American School Curriculum*.

At present, he is chairman of the National Committee for the Advancement of School Administration.

For the past five years he has been a member of the Advisory Board of Editors of *THE SCHOOL EXECUTIVE*.

To improve preparation:

Administrative Leadership Council Set Up to Coordinate Research

NEW YORK—The first nation-wide effort, to improve preparation programs for school administrators on a continuing basis, was launched last month with the formation of the National Council of Administrative Leadership.

Starting with a grant of \$400,000 from the W. K. Kellogg Foundation, the council will coordinate research at major institutions throughout the nation, according to Daniel R. Davies, acting chairman.

Dr. Davies, who is professor of education at Teachers College, Columbia University, described five initial research projects, which are either underway, or for which plans are being made. They are:

1. a study conducted with the Educational Testing Service at Princeton University to "appraise the administrator's effectiveness" and determine whether it is possible to identify the potential administrator.

2. attempts by an inter-university team to develop an encompassing theory of the function and role of administration.

3. an appraisal of the techniques

of teaching school administration in the professional school.

4. a search to determine "what are some functional and exciting approaches" for the inservice development of the school administrator with all the degrees and advanced courses he wants.

Exchange program

5. an exchange program of professors of educational administration among the member institutions, to stimulate faculty inservice education and to permit "sharing" of top educators.

The coordination of these studies, and the dissemination of their findings, will be carried on through a Cooperative Center for Educational Administration.

Temporary headquarters for the Center will be at Teachers College.

33 top institutions

The initial constituents of the Council are 33 major universities and colleges throughout the nation. Deans and chairmen of the schools and colleges of education and educational administration at most of these institutions participated in a series of two planning conferences in late November, which led to the formation of the Council.

An interim committee has been set up to organize the Center and to secure further grants from foundations and constituents.

According to Dr. Davies, the Council should operate on an ap-



Virgil M. Rogers (left), dean, School of Education, Syracuse University, talks with Daniel R. Davies, professor of education, Teachers College, Columbia University, during meetings which led to formation of National Council of Administrative Leadership. Dr. Davies is executive officer of the Council (story above).

proximate minimum annual budget of \$1 million when its work gets well underway.

Interim group members

Members of the interim committee include Walter A. Anderson, associate dean, School of Education, New York University; Francis S. Chase, chairman, Department of Education, University of Chicago; L. D. Haskew, dean, College of Education, University of Texas; Paul B. Jacobson, dean, School of Education, University of Oregon; and Francis Koppel, dean, Faculty of Education, Harvard University.

Also on the committee are William Odell, professor of education, School of Education, Stanford University; Truman M. Pierce, dean, School of Education, Alabama Polytechnic Institute; John Ramseyer, professor of education, College of Education, Ohio State University; and Virgil M. Rogers, dean, School of Education, Syracuse University.

AASA Mail Vote Picks '57 President-Elect

WASHINGTON — AASA members throughout the nation are balloting this month for one of three men for president-elect of the professional organization.

The school administrators are choosing from Omer Carmichael, Louisville, Ky.; Clyde Parker, Cedar Rapids, Iowa; and C. C. Trillingham, Los Angeles County, Calif.

The mail ballot is being conducted among the 10,520 AASA members. The three candidates for president-elect were chosen in a primary preferential ballot.

One-year term

The president-elect serves a one-year term beginning March 15, 1957 before succeeding to the presidency. He will serve as president of the association from March 15, 1958 to March 15, 1959.

Members of the board of tellers are: J. E. Scott, Peekskill, N.Y., chairman; J. E. Pease, LaGrange, Ill.; and T. Edward Rutter, superintendent of schools, Arlington, Va.

AASA Convention Stars Speakers From Many Fields on "New Era"

WASHINGTON—Leading speakers in literary criticism, economics, anthropology and communications have been placed on the agenda of the 1957 AASA Convention, it was announced recently.

The theme of the convention, meeting February 15-20 in Atlantic City, N.J., is "Schools on the Threshold of a New Era."

M. F. Ashley Montagu, anthropologist, will discuss education and human relations on Wednesday, February 20. Dr. Montagu, former chairman, department of Anthropology, Rutgers University, is director of research, New Jersey Committee for Physical Development, and a consultant to UNESCO.

On the previous day, Tuesday, February 19, three leading American economists will join in a panel on "How Will We Finance the Schools We Need?"

The economists are Beardsley Ruml, New York, author of the pay-as-you-go income tax plan; Seymour E. Harris, Harvard University and Lester V. Chandler, Princeton University.

"Education and our Future Foreign Policy" will be the subject under discussion by Norman Cousins, editor, *The Saturday Review*, when he addresses the convention on February 19.

Harold A. Bosley, minister, First Methodist Church, Evanston, Ill., will serve as vespers speaker. His topic will be "The Moral Requirements for Public Leadership."

John H. Fischer, superintendent of schools, Baltimore, will address the convention on Sunday evening, February 17. He will speak on the challenge before American schools to provide an educational program to prepare students for an ever-changing scene.

The superintendent's role in improving instruction will be discussed on Wednesday morning, February 20.

C. C. Trillingham, chairman of the AASA commission which prepared the 1957 yearbook on this subject, will speak. Dr. Trillingham is superintendent of schools in Los Angeles, Calif.

What impact will communications

make upon education and our society? This question will be discussed Monday, February 18 by Charles Siepmann, chairman, Department of Communications in Education, New York University.

The convention will begin on a Friday this year, to permit both administrators and school board members, attending the National School Boards Association convention February 14-16, to view the vast exhibit display in Convention Hall.

Other organizations meet

Following are some of the organizations which have scheduled meetings with AASA during the convention: Council of Chief State School Officers, National Conference of Professors of Educational Administration, National Council of Administrative Women in Education, NEA Department of Elementary School Principals, NEA Department of Rural Education, National School Public Relations Council and the School Facilities Council.

In addition, 23 colleges and universities have planned social functions during the convention.

Administrative Schools In NY Form CADEA

SYRACUSE, N. Y.—Twenty-nine colleges and universities in New York State were recently invited to join a newly formed organization designed to improve the preparation and work of school administrators.

Called the Collegiate Association for the Development of Educational Administration, the organization has two goals:

What are goals?

1. to improve the teaching of school administration and programs

New York Citizens Group Meets



Six members of the board of directors of the New York State Citizens Committee for the Public Schools pause to chat during the recent fifth annual meeting of their organization. Seated: Max J. Rubin, former president, Great Neck board of education; Mrs. James W. Kideney, chairman, Regents Council on Readjustment of Secondary Education; W. Parker Dodge, architect and engineer, Rensselaer. Standing: John B. Ward, sales manager, New Products Division, Corning Glass Works; Donald V. Buttenheim, 1956 president of NYSCCPS, president, Buttenheim-Dix Publishing Corp. and board member, Central School District No. 2, Northern Westchester County. (See story on page 90).

of development of school administrators in the state, and

2. to conduct research on problems of administration.

The design of the Association was developed recently in Saranac, New York, when college and university representatives met to create a formal organization of administrator-preparing institutions.

In making the announcement, the planning committee pointed out that professors of educational administration have been meeting for some time under the research program of the Cooperative Development of Public School Administration.

The termination of the Cooperative Development program, and the success of the meetings held previously, prompted a more permanent relationship of the institutions through CADEA.

The planning committee, composed of seven members, and a secretary-treasurer, was selected to direct the activities of CADEA.

Richard C. Lonsdale, professor of

education, Syracuse University, was elected chairman. Robert C. Stewart, also of Syracuse University, was appointed secretary-treasurer.

Dr. Stewart told the representatives attending a recent meeting that 15 of the 29 institutions of higher education have already joined CADEA.

Admin schools eligible

The planning committee established eligibility for all colleges and universities in New York State which provide a program of training in school administration.

The immediate program of CADEA is two-fold:

1. to review institutional programs of preparation of administrative leaders which grew out of the work of the Cooperative Development of Public School Administration program and other sources, and

2. to consider the improved coordination of programs of preparation of administrative leaders among the 29 institutions in New York State having such programs.

President's Committee Issues Interim Report

WASHINGTON—"Our ideals and the increasing complexity of our civilization require that each individual develop his or her talents to the fullest," states the first of six preliminary conclusions released recently in the first interim report of the President's Committee on Education Beyond the High School.

The other conclusions declare that:

1. "The needs of the individual and of society, plus an unprecedented growth in the population of post-high school age, will far outrun the present or planned capacity of existing colleges and universities and other post-high-school institutions.

2. "The needs of the oncoming millions of individuals with varying capacities and interests will call for a broader range of educational opportunities, and less rigid time requirements.

3. "Many more able and qualified teachers will be needed than present efforts can provide.

Federal policy needed

4. "There must be promptly formulated an explicit, considered policy as to the role of the Federal Government in education beyond the high school.

5. "Even with the best possible utilization of existing resources, additional financial support must be provided if the additional millions in the population are to be enabled to develop their talents to the fullest."

According to Devereux C. Josephs, Committee chairman, "these are not recommendations, but tentative conclusions. Their purpose is to stimulate discussion."

A series of five regional conferences, whose participants will be laymen and professional educators, will discuss these statements when they meet during the first half of 1957.

The conferences will not issue reports, according to Mr. Josephs, but will send records of their discussion to the Committee.

There are no plans for a White House Conference on Education Be-

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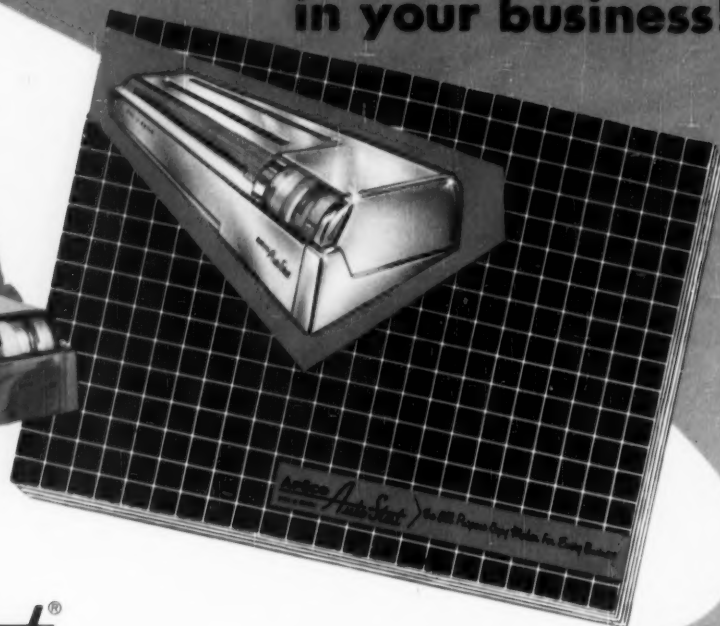
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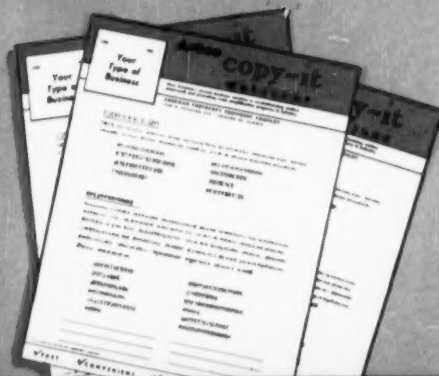
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SPOTLIGHT

yond the High School at this time, Mr. Devereux stated.

Whether or not one will be held will depend on whether Congress appropriates funds for it.

Mr. Joseph feels that the work of the President's Committee and of the five regional conferences will be totally successful if:

1. They make clear the difference between continuing education and education for a degree. Education is a self-induced process.

2. They pose questions on needs and values so that the American people can decide what kind of education they want beyond the high school.

"The Committee will probably not write suggestions for Federal policies," Mr. Josephs declared, but it might present ideas for procedures.

For example, the committee would not suggest that a federal scholarship program be set up, but it might present some of the methods by which such a program, if decided upon as policy, could be carried out.

Why don't they go?

The interim report deplors the fact that there are approximately 100,000 high school graduates each year who do not enter college, for financial reasons, and perhaps another 100,000 who lack motivation to do so.

Although "shortsighted economic pressures are increasingly stressing vocational training" for many of those who will require post-high school training, the Committee emphasizes education in its broadest as well as its specialized character.

Challenging present organization of institutions for higher education, the Committee says, "The inflexibility of the prevailing patterns of twelve years in elementary and secondary schools, of four years in college, and of two, three, or more years, in professional school, is in conflict with contemporary social trends."

Among the conditions it takes into account are the varying aptitudes of students, the accumulative effect

stretch

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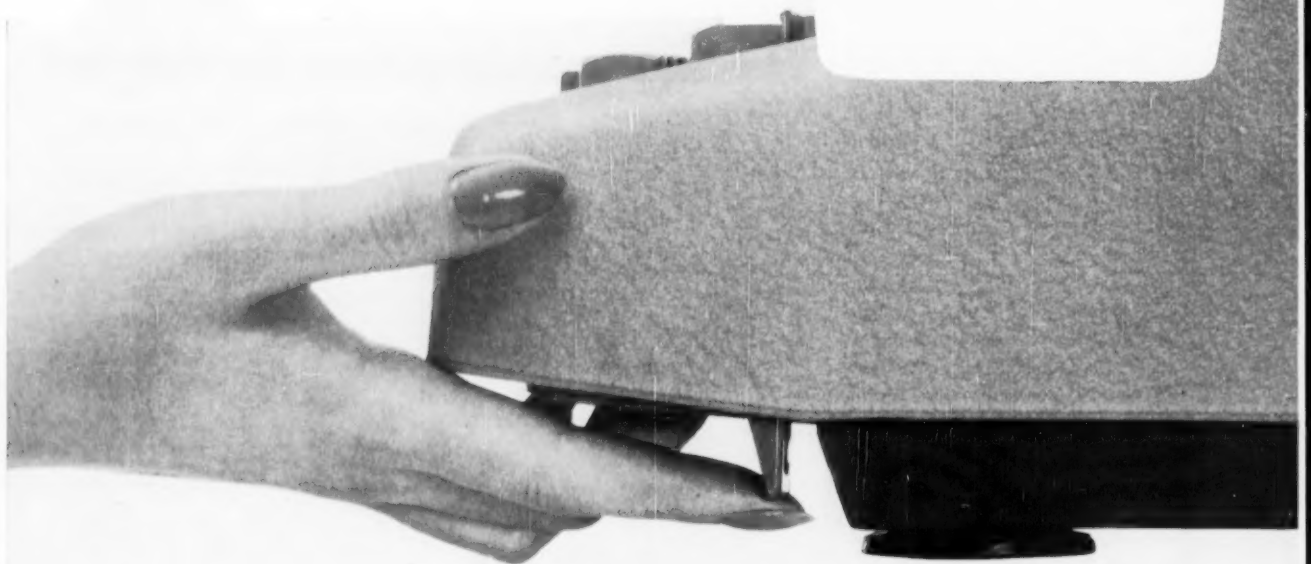
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SPOTLIGHT

upon their lives of the lengthening curriculum, existing military obligations that may be of long duration, an earlier marriage age, and earlier retirement age.

Realizing that fundamental changes in school organization and curricula aggravate the shortage of teachers, the report urges faculty recruits from practical scientists, from qualified housewives whose family

obligations will permit outside employment, from experienced businessmen and trade union representatives, and retired teachers.

It endorses wider range of experimentation, including increased class size, fewer classes, use of communication media, such as television and the elimination of clerical duties.

"However, such steps should be looked upon candidly as interim measures pending development of more fundamental solutions."

SE-235



Instructional Television System Helps Student Teachers Observe Classroom Teaching in Progress



Dr. Ralph Gardner, Supervisor of Mathematics, Milne School, Albany, N. Y., explains scale drawing to seventh grade class as DAGE TV cameras "observe."



In a New York State College for Teachers classroom, student teachers see how Dr. Gardner conducts class, how pupils react on closed circuit TV monitor. Dr. Ralph Kenny, Professor of Education, lectures from his seat at observation console. He can select picture from any camera to show his class and other classes connected with control console.

New York State College for Teachers, Albany, uses actual classroom teaching in progress at adjoining Milne School as a "living laboratory" for student teachers. The future teachers observe every aspect of the teaching process as it happens—from instruction techniques to student reactions—with the aid of a DAGE TV closed-circuit system.

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Citing a score of projects in federal aid to higher education, the committee states that "in recent years the Federal Government has spent more than a billion dollars annually in educational activities beyond the high school and yet no over-all policy exists."

For more information on the report, see *Washington Scene*, page 134.

Committee Makes Plans for Higher Ed Conference

WASHINGTON—A ten-member planning committee has begun work on the 12th National Conference on Higher Education, to be held in Chicago, March 4-6, according to G. Kerry Smith, executive secretary of the Association for Higher Education, sponsor of the conference.

At the same time three new members were appointed to the Association's National Committee on General Education.

Bulger is chairman

Chairman of the planning committee, is Paul G. Bulger, provost, Teachers College, Columbia University. Heading the General Education Committee this year is one of the new members, Roy A. Price, professor of social science and education, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University.

The other two new members of the General Education Committee are Lewis B. Mayhew, professor, Board of Examiners, The Basic College, Michigan State University, East Lansing and Vaden W. Miles, associate professor of physics and physical science, Wayne University, Detroit.

Set High Value on Schools, Meet Education's Needs

NIAGARA FALLS, N. Y.—The needs and goals of our schools will be met when the American people set a high value on education.

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RIGID STRUCTURE—Ample cross bracing ties seat supports into a rigid, unified structure. Thus complete 16-ft. sections move as a unit—do not bind or become cocked.

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HANDY GRIPS—The tilting apron board under the first row of seats is provided with three sets of hand-holds in each 16-ft. length. This permits a straight-line pull by 1, 2 or 3 persons.

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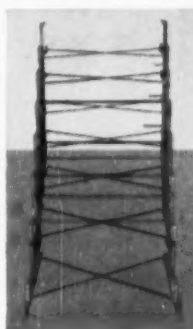
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zens concluded that "a high priority" on education is top on the list of school needs.

At a panel meeting, three speakers, representing the points of view of industry, education and research, discussed "New Dimensions in Education." Then ten conference groups were formed to explore the topic.

A summary of ideas discussed at

these was presented the following morning by Lester Nelson, consultant, Fund for the Advancement of Education, who served as reporter.

Dr. Nelson characterized the discussions as "vigorous, articulate, serious, dedicated and free. These are the necessary characteristics and requisites of democracy in action."

He found seven themes running through the discussion:

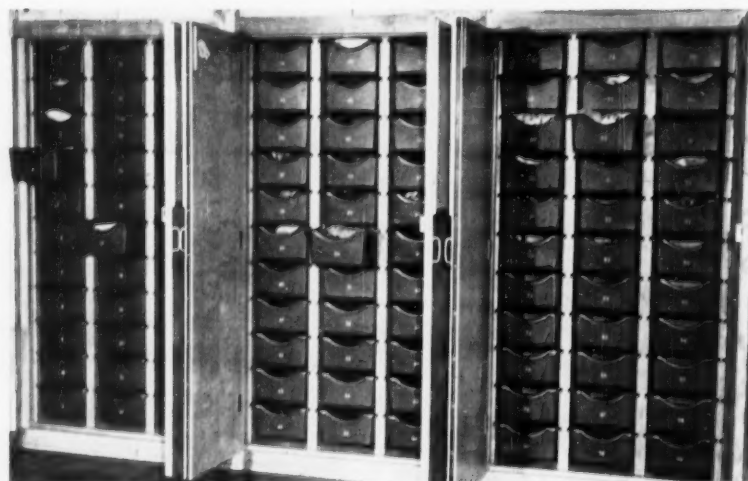
1. The needs of the schools will

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SE-238



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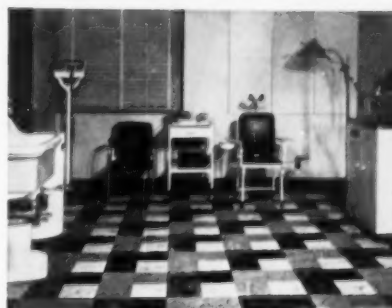
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SPOTLIGHT

be met when a high priority is put on education.

2. There must be an "expansion and vigorous prosecution of research, and a broad utilization of findings derived from research."

3. With improvements in the school curriculum must go a better understanding by citizens of the instructional program and changes in it.

4. Communications must be im-

proved between school, community and industry — "rooted in mutual doing rather than in unilateral telling."

5. There is a great need for the "recruitment, training and effective utilization of good teachers."

6. "Broad and continuous citizen participation in school affairs" is mandatory.

7. There must be "experimentation in lengthening the school year, as one means of getting more and better returns from the public in-

vestment in facilities, time and personnel."

On exhibit during the meeting was a display illustrating the Random Falls Idea.

This "new look at secondary education" was conceived by Archibald B. Shaw, superintendent of schools, Scarsdale, N. Y. and John Lyon Reid, architect, San Francisco.

It was presented in 1956 at the AASA Convention at Atlantic City, and described in the March (see pages 47 to 86) and May (pages 92 to 95) issues of THE SCHOOL EXECUTIVE.

At the NYSCPS meeting, an informal discussion of the Random Falls proposal was led by Walter D. Cocking, editor, THE SCHOOL EXECUTIVE, and past president of the citizens group; Mr. Shaw, and Lawrence B. Perkins, architect, Perkins and Will, Chicago.

John B. Ward, sales manager, New Products Division, Corning Glass Works, Corning, N. Y., was elected president for the coming year.

Retiring President Donald V. Bittenheim, president, Bittenheim-Dix Publishing Corp., New York, received a citation for his service during the past year.

Yale Dean Asks Counseling For College-Potential Pupil

NEW HAVEN, CONN.—Many able young people fail to attend college not because they lack funds but because they lack motivation and academic preparation, according to Arthur Howe, Jr., Dean of Admissions and Student Appointments, Yale University.

He said that correction of this situation can be achieved "to a very considerable degree" by improved counseling, starting at the junior-high level, of students with real intelligence and promise.


The Yale dean conceded that because of the increased number of applicants, competition for available scholarship funds is now stiff. But even so, he continued, men and women who want to go to college "haven't begun to develop the resources available to them."

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SE-240

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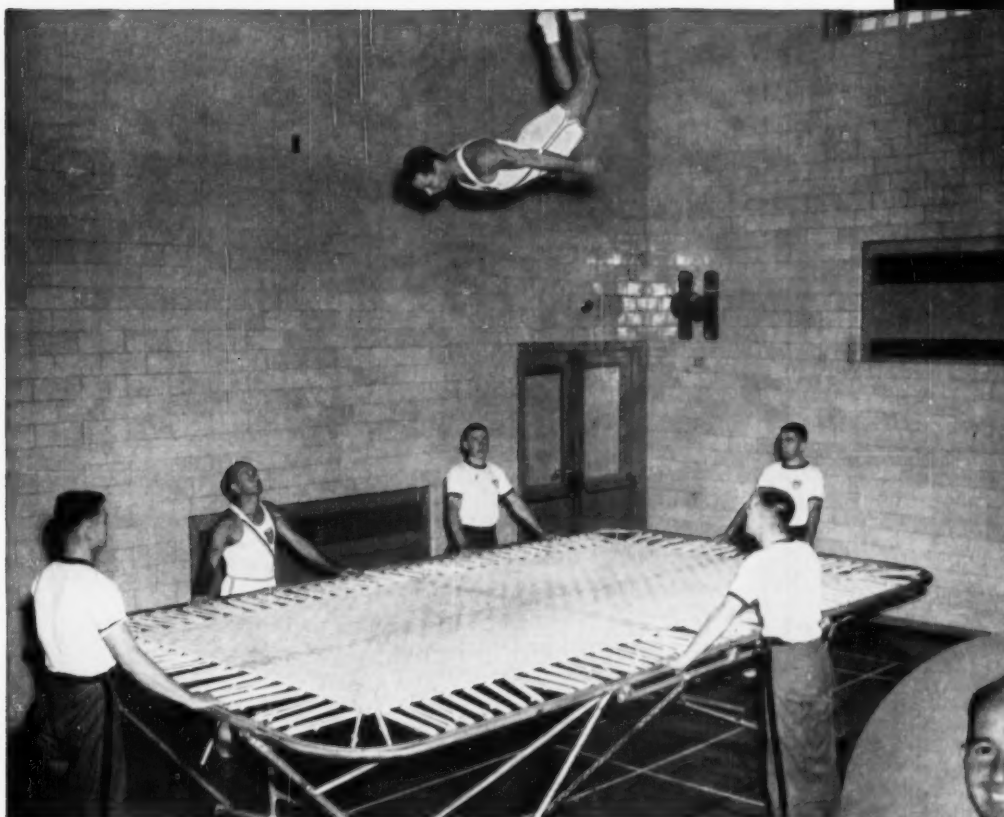
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Special re-set key permits quick combination change without removing any part of lock.



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COACH TOM MALONEY

Gymnastic coach at the U.S. Military Academy, West Point, New York, winning the eastern inter-collegiate team championship seven times. U.S. Olympic Gymnastic Coach in 1952 and Gymnastic judge at the 1956 Olympic Games at Melbourne, Australia.



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Faucet washers, when fastened with **TOO LONG** or **SHORT** screws—as in “9 out of 10” replacements by best mechanics—quickly work loose, destroy themselves!

“SEXAUER” finds the answer—after 34 years research

Now, NEW Pat'd. “Sexauer” SELF-LOCK screws, with expanding NYLON PLUG imbedded in the threads, fasten and lock at correct depths **AUTOMATICALLY**, hold faucet washer firmly. Made of rust and corrosion resisting Monel, heads won't twist off, screw slots won't distort; they can be used over and over.

When installed with NEW Pat'd. “Sexauer” EASY-TITE faucet washers, this combination outlasts past faucet repairs “6 to 1”!

EASY-TITES are made of super-tough, pliable duPont compound (neither rubber nor fibre) to withstand super-hot water and make tight even on worn, corroded seats. They are further reinforced with a vulcanized layer of Fiberglass to resist distortion and splitting from shut-off squeeze.

The hidden costs of faucet leaks!

As authenticated by Hackensack, N. J. Water Co. and American Gas Association, stopping just ONE pin-hole (1/32”) size leak can reduce water waste 8,000 gal. monthly. Stopping a hot water faucet “drip” can result in water and fuel saving of over \$7.58 QUARTERLY—plus material and labor costs and costly fixture replacements!

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NEW SELF-LOCK SCREWS and **EASY-TITE** faucet washers are just part of the “SEXAUER” line of over 3000 TRIPLE-WEAR plumbing repair parts and Pat'd. precision tools.

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Note Nylon plug — locks screws automatically



Note Fiberglass backing — resists closing squeeze

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borrow money to build our houses, buy our automobiles and our refrigerators, and yet we have not reached the point where we accept readily the feasibility of borrowing money to gain an education.

“I for one can't believe that there could be a better reason for borrowing money than this and certainly not one that would return a higher rate of interest as an investment.”

Best Educational Books Listed

BALTIMORE, Md.—Problems faced by educators in 1956 are similar to those of 1926, judging from listings of *Outstanding Educational Books* compiled annually since 1926 by the Enoch Pratt Free Library here.

Administration, curriculum, psychology and teaching methods are the areas into which most of the titles fall in both the 1926 and present lists.

Two new subjects have appeared in recent years, according to the compilers. They are academic freedom and school-community relations.

Copies of the latest edition listing *Outstanding Educational Books of 1955* are available from Publications Department, Enoch Pratt Free Library, 400 Cathedral St., Baltimore 1, Md.

ED-TV Seen by Millions

WASHINGTON—Educational television is now “reaching millions, not hundreds of thousands,” according to Harry K. Newburn, president of the Educational Television and Radio Center, Ann Arbor, Michigan.

Mr. Newburn said that 21 educational stations are now in operation and that their best productions are being pooled by his center through telerecording for rebroadcast by other stations.

Many universities, he reported further, have developed closed-circuit facilities to produce educational programs that can be distributed over commercial or educational TV stations.

Closed-circuit systems that can transmit programs live or on film

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SPOTLIGHT

throughout an entire building or campus are being installed in many of the nation's elementary schools, high schools and colleges. In the future, Mr. Newburn predicted, almost every school and college will be equipped similarly.

This report was made by Mr. Newburn at a meeting of the Joint Council on Educational Television at the Sheraton-Park Hotel.

Classes Listed for Gifted

ROCHESTER, N. Y.—The board of education, in a move to expand its efforts to meet the needs of this city's superior students, has scheduled special classes for them in four elementary and two high schools, reports Paul E. Smith, assistant school superintendent for instruction.

These classes are designed to provide a program of greater depth and richer experience, not a means of accelerating a pupil's progress

through school, Dr. Smith said. The youngsters are encouraged to participate actively in school activities with others of their own age group.

Establishment of the classes expands a program which until now has consisted solely of "honor" classes at one Rochester high school for pupils preparing for college. Further extension has been forecast if the program is successful this year, according to plans already approved by the board.

Fourth and fifth grade levels have been chosen for the elementary school experiment, Dr. Smith explained, with 100 children to take part in the program.

The particular schools were selected because of the large number of fourth and fifth grade youngsters enrolled in them who are in the "very bright" category.

Improve Instruction, Aid Teacher, AV Leaders Told

AUSTIN, Texas—The responsibility of personnel in the audio-visual field is to improve instruction in the classroom and to help the teacher obtain and use the best materials available, Floyd Brooker, executive secretary, Department of Audio-Visual Instruction, NEA, declared recently.

Presenting the keynote address at the recent conference here of the Texas Association of Audio-Visual Directors, Mr. Brooker emphasized the frontiers into which a-v leadership must extend.

Success in the world of instructional materials will not be achieved by doing harder the things already being done, but by expanding the audio-visual tools into more areas of communication in more effective ways, he declared.

Interest groups were organized to discuss further the theme of the conference, and its implications for developing an action program for TEXAVED. The four groups represented included: teacher education; system-wide supervisors; county and cooperative supervisors; and building coordinators, principals and teachers. Common problems were discussed and ideas shared.

Zephyrin Marsh, chairman, School

SE-245

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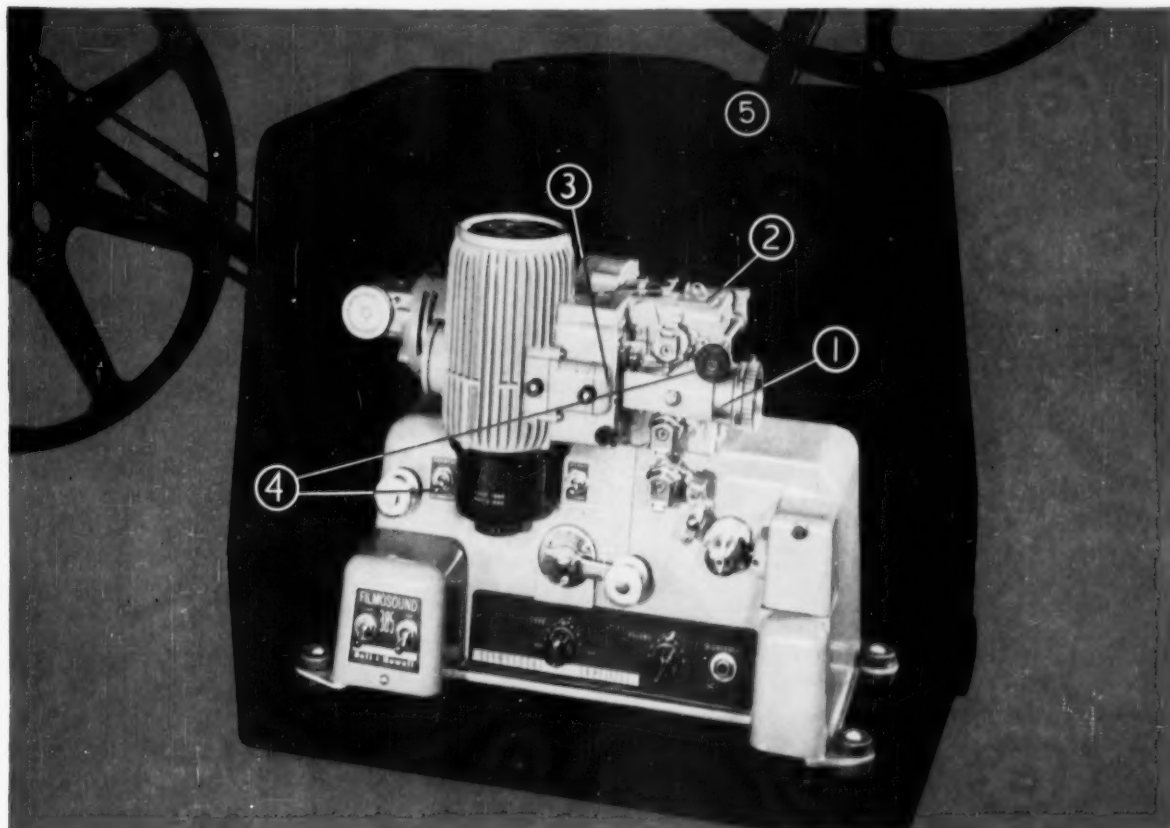


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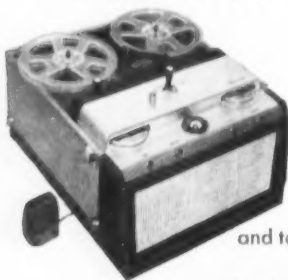


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Facilities Council of Architecture, Education and Industry, and director of school activities, Minneapolis-Honeywell Regulator Company, presented a visualized report of the National School Facilities Council and stressed the importance of cooperative action by industry and education to obtain the most from their respective resources.

As a result of recommendations brought in by the various interest groups a number of resolutions were formulated.

It was resolved that TEXAVED should support the inclusion of an audio-visual course within the framework of the required 24 semester hours of professional courses needed to suit degree plans.

Other resolutions were made endorsing action research at the local or regional level and committing TEXAVED to encourage and sponsor area and local workshops for in-service education of audio-visual building coordinators, teachers and school administrators.

A resolution concerning professional standards for audio-visual directors was endorsed by the conference, setting up a committee to study standards recommended in other states and by DAVI.

It was decided that the recommendations of the committee should include certification for all audio-visual personnel and released time from regular teaching assignments for building coordinators to carry on their audio-visual duties.

The executive committee of TEXAVED was also instructed to appoint a committee to determine the implications for professional leadership resulting from proposed legislation and TEXAVED accepted the responsibility of developing a program of action.

The Texas Association of Audio-Visual Directors, in cooperation with the Texas State Teachers Association and the Texas Congress of Parents and Teachers, is working out plans for interpreting legislation proposed by the State Board of Education.

This proposed legislation attempts to provide the machinery for admin-

Floor Maintenance Equipment and Materials



SCRUBBING MACHINE—For floors, rugs and carpets. Heavy gauge steel tank, easily filled, non-spilling. Fingertip solution flow and dual-purpose safety switch. Balanced construction, adjustable handle. 8 ball bearing gear unit. Capacitor motor with sealed bearings, no brushes. 3-conductor cord. Sizes: 12", 14", 16", 19" and 22". Attachments for every floor maintenance job.

FLOOR MACHINE—For every type floor work . . . scrubbing, waxing, polishing, troweling, grinding, dry cleaning. Same balanced construction and features as Scrubbing Machine. Quickly converted to scrubbing machine by attaching solution tank and control lever. Five models: 12", 14", 16", 19", 22".

MC-31—31" machine with covering area of 855 sq. in. for cleaning, polishing, steel wooling hallways and large unobstructed floor areas. Heavy-duty construction, operation similar to other models.

EXPLOSION-PROOF FLOOR MACHINE—For mechanical floor maintenance in hazardous areas without danger of fire or explosion. Can be used near and in combustible material with absolute safety. All electrical components are approved by U/L. Brush sizes: 14" and 16". Heavy-duty switch and 40 ft. Neoprene-covered 3-conductor cord.

LITE-12 FLOOR MACHINE—Scrubs, waxes, polishes, steel wool all types of floors. Low, balanced construction, efficient, rugged. Fingertip lever-operated momentary contact type switch. Direct ball bearing greaseless gear drive. 1/2 hp AC motor, 30' cord. Brush diameter 12". Weighs only 38 lbs. with brush. Easy on-off attachments, U/L approved.



INDUSTRIAL VACUUM CLEANERS—MCV-214 and MCV-220, 10 and 16-gal. capacities. Wet or dry pickup. Heavy-duty, portable, quiet, safe, versatile. 1 hp Universal motor, independent cooling system, electronic shutoff prevents flooding, 3-stage turbine, water lift minimum 64", 30' 3-conductor cable, 2 hp switch, 10' 1 1/2" easy-flex white hose, milled rubber ends, 54" wand. Standard attachments for floors and upholstery. Also available in extra quiet hospital models.

MULTI-CLEAN Method



MCV-255 INDUSTRIAL VACUUM—For big cleaning jobs. 50-gal. capacity. Minimum water lift 80". 1 1/2 hp Universal motor, independent cooling. Electronic shutoff prevents flooding. 30' 3-conductor cord, 3-wheel rubber-tired dolly. 54" wand, 1 1/2" flexible hose. Wet or dry pickup. Standard attachments: 18" floor tool, shoe plate, and 5" upholstery tool.



D-100 VACUUM CLEANER—Wet or dry pickup, powerful, portable. Weighs only 29 lbs. Maximum 66" water lift. Long-life precision ball bearings. 1/2 hp Universal motor. Suction created by 2-stage turbine. Overflow safety fuse. Tank capacity 3 1/2 gals. wet or 1/2 bushel dry material. Full line of attachments.

F-300 VAC-BLOWER—All-purpose industrial vacuum cleaner and a powerful blower. 16 lb. detachable power head and dust bag for portable blowing or vacuuming. 10-gal. steel tank; 1 hp. AC-DC motor, 43" maximum water lift. Complete unit weighs only 50 lbs. Easily portable, wet or dry pickup. Attachments for every cleaning job.



ADD-A-TANK—Adapts industrial vacuum cleaner for heavy volume pickup. Fits any 30-gal. or smaller ash-can. For cleaning boiler flues, fire boxes, chimneys, milling machinery, grain elevator pits, all hazardous areas.



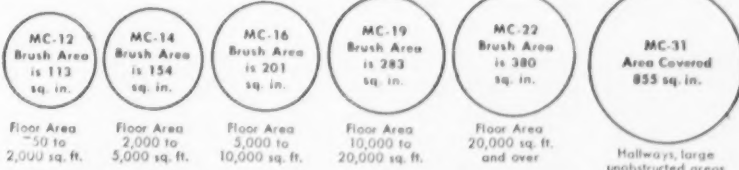
E-200 VACUUM CLEANER—Medium priced all-purpose industrial vacuum cleaner. 600 watt AC-DC 115V motor with long-life precision ball bearings. Suction created by 2-stage turbine. 45" maximum water lift. 20-gauge steel tank holds 10 gals. liquid, 1 1/2 bu. dry material. Wt., 48 lbs. Highly portable. Attachments for all cleaning jobs. U/L approved for wet and dry pickup.



G-400 VACUUM CLEANER (Not shown)—Similar to E-200 except has 1 hp motor and 63" water lift. Wt., 53 lbs. U/L approved.

SELECTING MACHINE TO FIT FLOOR AREA

For economy and efficiency, here is a guide to selecting the proper size floor machine with respect to area.



MULTI-CLEAN TESTED AND PROVED FLOOR FINISHES

WATERPROOF WAX—Provides lasting beauty, longer wear for all types of floors. Excellent anti-slip qualities. Carnauba base, self-polishing, water emulsion wax. Resists scuffing, won't crack, chip, flake, water spot or discolor. Approved by U/L, York Research Corp., Rubbers Mfrs. Ass'n. Meets or exceeds Asphalt Tile Inst. specs. Available with special anti-slip formula.

LIQUID SPIRIT WAX—For sealed surfaces. Cleans and waxes in one operation. Consists of vegetable and mineral waxes reinforced with special resins. Produces hard, flexible, easily cleaned surface. For all floors except asphalt and rubber. Maroon, tile red, brown, green, gray, natural and colorless.

KWIK-COLOR WAX—Protects, beautifies concrete after application of KWIK-COLOR SEAL. Waterproof emulsion wax with colored emulsified plastic resin. Dries hard in 1 hour. Tile red and light gray.

SUPER SAFETY CLEANER—With HCP (high cleaning power). Lifts stubborn dirt and grime off floors quickly, holds it in suspension for easy removal. Coconut oil base. Safe for all floors. Cleans perfectly in hardest water. Contains minimum soap solids of 26%. Goes twice as far as ordinary cleaners. Can be mixed to remove wax.

WAX REMOVER—Safe for all floors. Cleans floor and removes wax buildup. Odorless, non-toxic, non-inflammable. Easy, quick, inexpensive to use. Contains powerful emulsifying agent that works in 10 to 15 minutes.

BLUE BLAZES CLEANER—Concentrated synthetic cleaner for all floors. Cleans completely in hard or soft, hot or cold water. Cleans



quickly, efficiently with a minimum of scrubbing.

REMOVOIL—A Solvent Cleaner and Degreaser. Makes oil-soaked floors look like new. Non-explosive, non-toxic. Removes rubber burns from gym floors. Degreases all kinds of metal and alloy. Protects against rust and corrosion. Easy to use, highly concentrated.

SEAL AND VARNISH STRIPPER—Removes finish from wood, concrete or terrazzo. Easy to apply, no after wash. Non-inflammable. Lifts old finish in 30 to 40 minutes. Won't raise grain in wood or harm basic floor materials.

CONCRETE HARDENER AND ETCHER—Cleans, etches, hardens, dust-proofs. Assures even etching on all concrete surfaces. Gives longer life, extra strength to floors.

KWIK-COLOR SEAL—For old or new concrete. Prevents dusting. Gives controlled penetration. Contains emulsified plastic resin. Tile red and light gray.

NEO-DRY CONCRETE SEALER—(Rubber Base). Beautifully colors concrete floor surfaces. Fast-drying, easy to apply, prevents dusting and chipping. Highly resistant to alkali and other corrosive agents. Colors: tile red, brown, gray, light gray, green, white, black, natural.

CONCRETE PRESERVER—(Bakelite Base). Provides tough, sanitary, colorful finish and longer life to

new or old concrete. Prevents dusting. High resistance to abrasion, water, grease, oils, alkali and soap. Especially recommended where petroleum spillage occurs. Colors: maroon, tile red, brown, green, gray, light gray, natural.

ASPHALT TILE PRESERVER—Penetrates and seals in one application. Preserves color and finish on old, faded floors. Resists grease, water, soaps, alkalis. Dries hard in 30 minutes. Anti-slip material U/L approved.

SUPER FLO-TREAT—Protects and seals all types of floors. Dries to tough, attractive finish in 1 hour. Ideal for light colored floors. Can be used alone or as base for wax. Odorless water emulsion, non-yellowing plastic resin. Non-inflammable. Approved by Rubber Mfrs. Ass'n and U/L. Meets or exceeds Asphalt Tile Inst. specs.

TERRAZZO SEALER—One-coat application brings out natural beauty and vivid terrazzo colors. Long-

lasting. Seals the pores, prevents chipping and corrosion. Resists water, acids, alkalis, soaps, grease and solvents. Anti-slip U/L tested and approved.

FLOOR DRESSING—with active germicide. Cleans, polishes, disinfects all types of floors. May be used on all wood, terrazzo and concrete floors, on waxed or treated linoleum, asphalt or rubber tile. U/L approved.

PENETRATING SEALER—Polymerized for greater penetration and thorough sub-surface sealing of all wood floors. Protects against wear, moisture, dirt. Stands up in heavy traffic. Lowers floor maintenance costs. Approved by U/L and Maple Flooring Manufacturers Association.

GYM FINISH—Provides hard, durable, easily cleaned high gloss surface, impervious to rubber burns. Assures fast, non-slippery footing. Meets Maple Flooring Mfrs. Ass'n specs. and approved by U/L.

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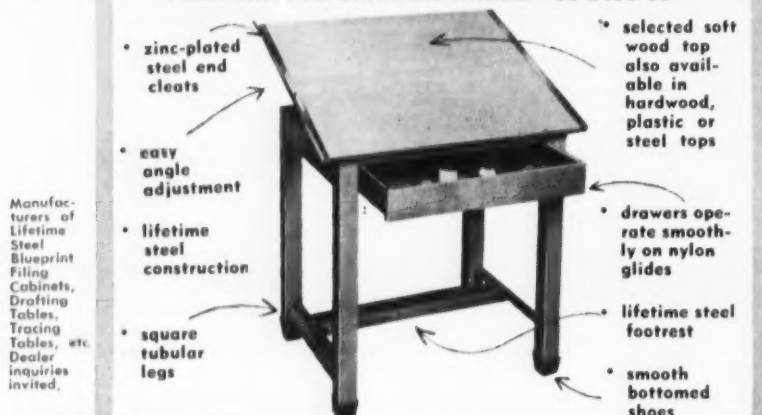
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istering and financing a decentralized audio-visual program for the state.

Other speakers at the conference were Paul Smith, director of research, and Paul Kantz, assistant director, Projects in School Administration, both of the Texas Education Agency.

Stevenson Replaces Machling As Classroom Teachers Head

WASHINGTON—Margaret Stevenson, a member of the headquarters professional staff of NEA since 1947, has been appointed executive secretary of the Department of Classroom Teachers. Miss Stevenson succeeds Hilda Machling, now NEA assistant



Miss Stevenson

executive secretary for professional development and welfare.

For the past nine years Miss Stevenson has served NEA in various capacities. Until she joined the Department of Classroom Teachers in 1951, she was a member of the board of directors. She has also served on the Budget and Auditing Committees.

Penn Eyemen Discuss Reading and Vision

PHILADELPHIA, Pa.—The Pennsylvania Optometric Association and The Reading Clinic of Temple University co-sponsored a School Vision Conference here, October 15-17, on "Sight, Light and Reading."

The purpose of the conference was to acquaint the participants with modern techniques in the field of vision and lighting as applied to ele-

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Basic colors available are Portland Rose, Gulf Green (as shown), Michigan Blue, Kansas Wheat, California Gold. From these basic colors any shade can be furnished to meet your architect's or personal requirements. Investigate color blending before deciding on your new bleachers. The Berlin Chapman representative in your area will be happy to call on you and explain in detail.

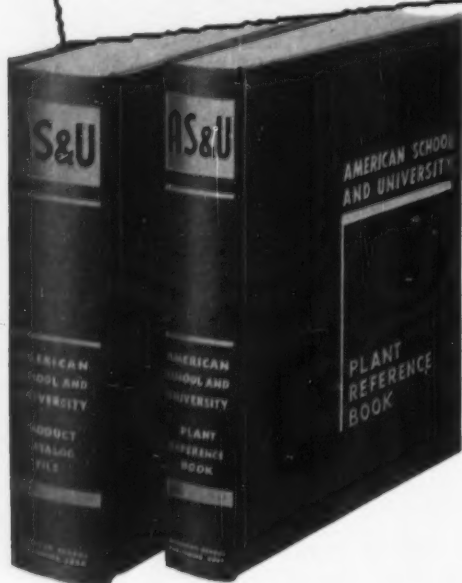
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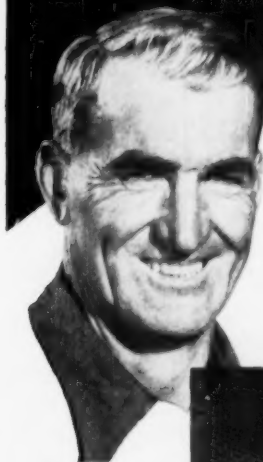
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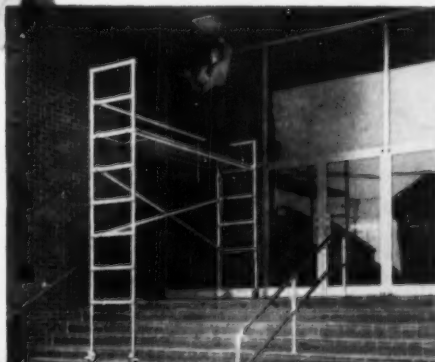
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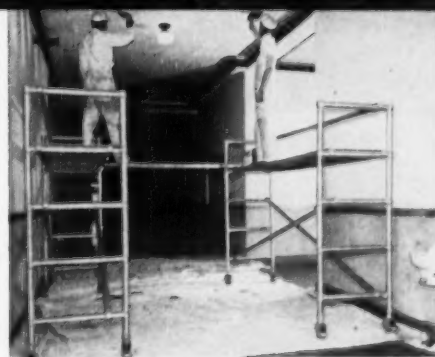


"Our summer program of overhead building and class-room maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

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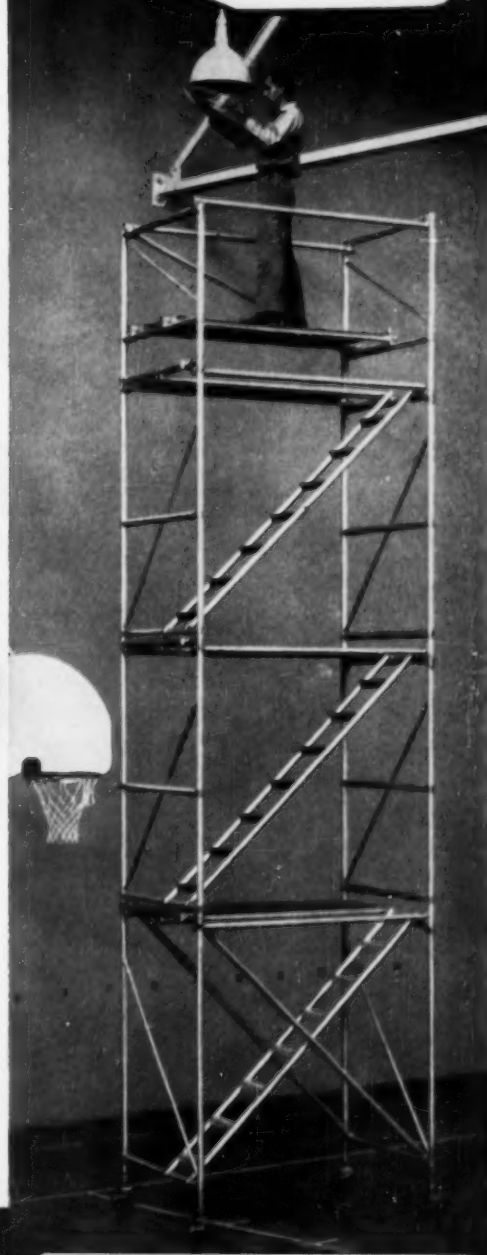
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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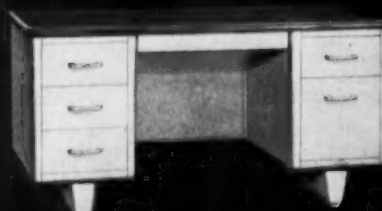
ASE Steel School Furniture keeps that "like-new" look year after year. Quality built for service and efficiency. Withstands the wear and tear of youthful activity. Bonderite treated to assure a lustrous permanent finish . . . anchors paint to metal, provides a corrosion-resistant surface. Lastingly beautiful and always in style. For classrooms, offices and libraries. Lockers for halls, locker rooms, field houses. Let us assist you in your planning. Write for information today.



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SPOTLIGHT

mentary school reading education, and to familiarize them with the application of these techniques.

The conference was directed to school supervisors, school administrators, teachers, reading personnel, educators, psychologists, school nurses, members of Parent Teacher Associations and service clubs and optometrists, as well as consultants and manufacturers of optical equipment to balance well the presentation of theory and practice.

NYU Names Knauth Assistant Dean

NEW YORK—E. Frederic Knauth has been named assistant to the dean at the New York University School of Education. He assumed his duties with Dean George D. Stoddard at the beginning of the university's fall term.

A former New York business man, Dr. Knauth joined the NYU faculty in 1950 as an instructor in the Division of General Education. He has served also in an administrative capacity in the School of Education.

He has been a staff assistant in the university's Office of Institutional Research and Educational Planning, engaged in a three-year Self-Study of NYU.

Top-Ranking Graduates Choose Teaching Careers

WASHINGTON — Thirty percent of 12,000 high school graduates who ranked scholastically in the top five percent of their classes chose teaching as the career they expected to pursue in further studies, according to a survey made by the National Association of Secondary School Principals (NASSP).

Engineering, science, research and medicine, like teaching, critical shortage areas in the nation's manpower picture, were the professions next chosen by these young people, in the order named.

"These students are likely to follow through on their plans," stated Paul E. Elicker, executive secretary of

NASSP, "because they are extremely capable of achieving outstanding records in college. They will make an impact on the critical shortages in needed personnel."

The picture, however, is not entirely bright for the teaching profession since the survey shows that only 444 boys as compared with 3119 girls indicated they plan to teach. Dr. Elicker interprets these figures to mean that many of the potential teachers will be leaving the field for matrimony.

"Illiterates" Hurt Economy, Defense, Political Life

WASHINGTON—Our economy, political life and national defense are suffering from the fact that there are 67 million persons in the United States who have not completed high school, and another 2 million with no schooling at all.

According to Robert A. Luke, executive secretary of the National Association of Public School Adult Educators of NEA, we must double our expenditure for adult education

SE-254



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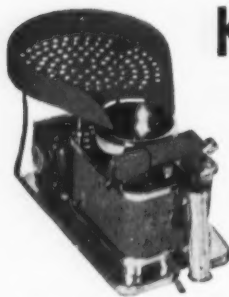
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SPOTLIGHT

in public schools if we are to overcome this educational deficit.

Writing in the October issue of the *NEA Journal*, Mr. Luke calls the loss to responsible citizenship the greatest of all losses caused by under-education.

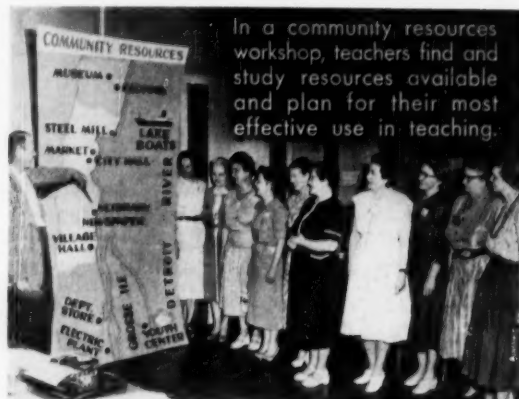
"If a well-informed citizenry is a prerequisite of a functioning democracy," he states, "then lack of education is a continuing threat to our

way of life. Each [undereducated adult] represents a drain on the productive economy of our country and a potential weakening of our democratic tradition.

All kinds of remedial and welfare services must be called upon to assist the undereducated person. He must be aided in times of economic recession. His low earning capacity makes it necessary for the community to bear some of the costs of maintaining him and his family during

Filmstrip on Resources

This is a frame from Community Resources Workshop for Teachers, filmstrip made by the Education Department of Hill & Knowlton, under grant from the American Iron and Steel Institute.

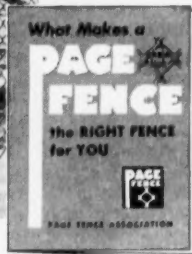


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• When you need a fence it will be much to your advantage to have full knowledge of the many choices of component parts that PAGE provides. You can choose from 8 heights—4 fabric metals—2 types of metal posts—6 styles of gates. All these and other features are pictured and described in the fold-

er offered above. It also supplies facts about the PAGE localized engineering and erecting service that assures highest grade workmanship and lasting satisfaction. Page Fence Association members, located in more than 100 cities, are listed in Folder DH-26. See that list for name of member nearest you.

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Playtime

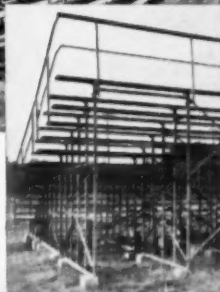
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- PERMANENT STANDS
- MOVABLE RISERS

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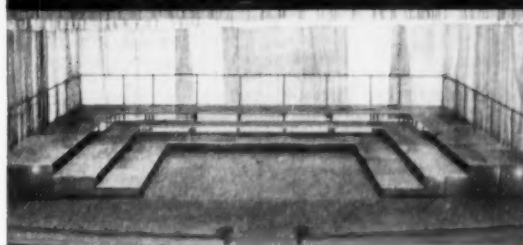


10-row section of Dur-A-Bilt portable bleachers on location.

Rear view of Dur-A-Bilt bleachers showing attachment to concrete piers.



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Included in the PLAYTIME line is this all-welded steel Portable Riser—ruggedly built, yet easy to handle in units 4' wide. By use of our exclusive bracket type brace, old fashioned, time consuming methods of attachment are eliminated.



PLAYTIME'S Perm-A-Stand bleacher with press box and housing understructure.

With PLAYTIME products, it's the panel that makes the difference. These load bearing members are of one-piece all-welded construction — test proved more rigid under full load bearing conditions. This feature also provides simplified assembly, minimum leveling adjustment, and relocation of portable units without dismantling. Where grandstand-type seating is required, PLAYTIME's Dur-A-Bilt Bleachers or Perm-A-Stand can be set on concrete piers. The full PLAYTIME line is available as individual or continuous units, elevated or ground flush, 3 to 30 rows in height.

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| Bases: | Perm-A-Stand — 6" channel Dur-A-Bilt — 2" x 2" x 1/4" steel angle |
| Foot and Seatboards: | Treated, select Douglas Fir, enamel coated |
| Fastenings: | Bolts, nuts, clips, etc. — galvanized steel |
| Skids: | Treated Oak bolted to panels |
| End Rails: | Heavy wall tubular steel |

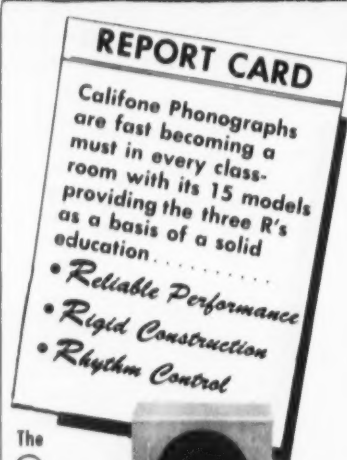
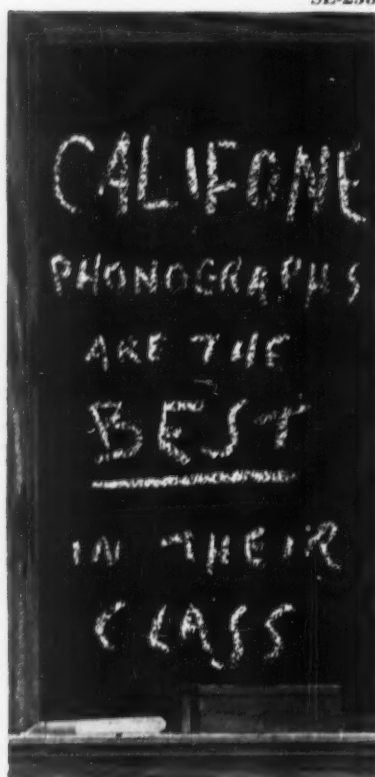
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SPOTLIGHT

times of severe illness."

One cost of undereducation is revealed in the rejection rates for illiteracy by the armed forces, according to Mr. Luke. During 1950-51, over 16 percent of all military recruits were rejected on grounds of severe educational deficiency, he states.

If the cost to the nation is heavy, declares Mr. Luke, the cost to the undereducated individual himself is equally high.

He pays a price in terms of "his own personal frustrations and bewilderments. He is the last to be hired and the first to be fired. He must contend daily with problems of which educated people are never aware."

Though many agencies are participating in adult education programs, Mr. Luke sees the major responsibility falling on the public school.

In spite of these facts, studies conducted by the NEA Research Division show that over one-third of the cities of America have no public school program for adults.

Though some federal aid is available for adult vocational programs, Mr. Luke states, none is available to help reduce illiteracy. This, he suggests, accounts for the insignificant number of literacy courses even where adult education programs are established.

Holden Joins Office As Specialist in Adult Education

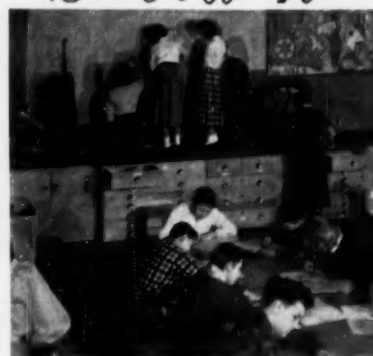
WASHINGTON—John B. Holden has been appointed specialist in adult education and aging for the U. S. Office of Education.

Dr. Holden, who has been consultant in university extension at Michigan State University since 1950, is the first permanent professional staff appointee for the new adult education service.

He will assist Ambrose Caliver, chief of the Adult Education Section, in conducting research and providing information and consultative service in adult education, including aging.

The annual merit award for "dis-

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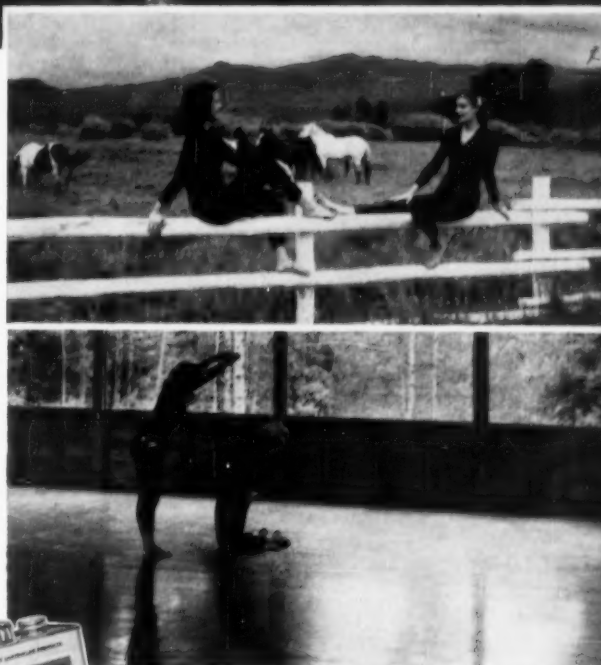
on SEAL-O-SAN® floors

because the surface is non-slippery and durable

High in the mountains surrounding Steamboat Springs, Colorado, lies Perry-Mansfield School of the Theatre and Dance. Former staff members there read like today's "Who's Who" of the theatre: Agnes De Mille . . . Virginia Tanner . . . Jose Limon . . . Nina Youskevitch . . . and many others.

But to teach dancing on a slippery floor could be dangerous. That's why all of the dance floors at Perry-Mansfield are protected with Seal-O-San — the resilient — yet safe — floor sealer that is easy to use, easy to maintain.

As Miss Portia Mansfield, co-director of the school says: "We have found Seal-O-San to be the best floor finish we have used in the past thirty-five years. It has proven to be the most durable for hard wear on the floors where we have large classes of dancers, as well as other floors that are in constant use." If you are planning on refinishing any wood floor . . . use Seal-O-San!



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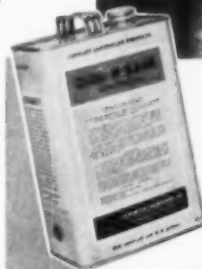


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SPOTLIGHT

tinguished service to the adult education movement" was awarded to Dr. Holden in 1955 by the National Association of Public School Adult Educators.

This summer he received a special merit award for "dedicated skill and energy to the promotion of the Adult Education Association of Michigan during its formative years and for

loyalty and devotion to colleagues and the association."

He is a past president of the Ohio Association for Adult Education, Ohio Teachers of Speech, and the Adult Education Association of Michigan.

N. J. Development Council Set Up to Study Problems

NEW BRUNSWICK, N. J.—The New Jersey School Development Council,

an organization of school superintendents which will tackle problems common to the public schools of the State, was formally organized here recently.

Representatives of the 24 school districts and five county offices of education which make up the charter membership elected Sampson G. Smith, superintendent, Southern Regional High School, Ocean County, as first chairman.

Other officers are: Vice-Chairman—John B. Geissinger, superintendent of schools, Somerville; Treasurer—Milton H. Steinhauer, Rutgers professor of education; and Executive Secretary—Jefferson Haney, assistant professor of education at Rutgers.

The first study to be undertaken by the Council will deal with curriculum improvement. Other subjects suggested for study included standards of analysis, supervisory practices, training new school board members and the need for administrative assistance.

The executive committee was empowered to determine the first area to be studied and to call subsequent meetings of the entire council.

The group had previously elected seven members of the Council's executive committee. In addition to Smith and Geissinger, the committee members, all superintendents of school, are: Eugene G. Bradford, Glen Rock; Harold F. Hoffman, Livingston; Paul R. Jones, Moorestown; Ross M. Gill, Plainfield; S. N. Ewan, Jr., Westfield. Mason W. Gross, provost of the State University; and John W. Riley, chairman, Rutgers Department of Sociology, will also serve as representatives of the University.

PTA's Health Program

Stresses Regular Appraisals

CHICAGO—A new health program, calling for periodic health supervision of children from birth through high school has been started by the National Congress of Parents and Teachers, through its 42,182 local units across the country.

The program puts special emphasis on the first six years of life, and

2 WAYS

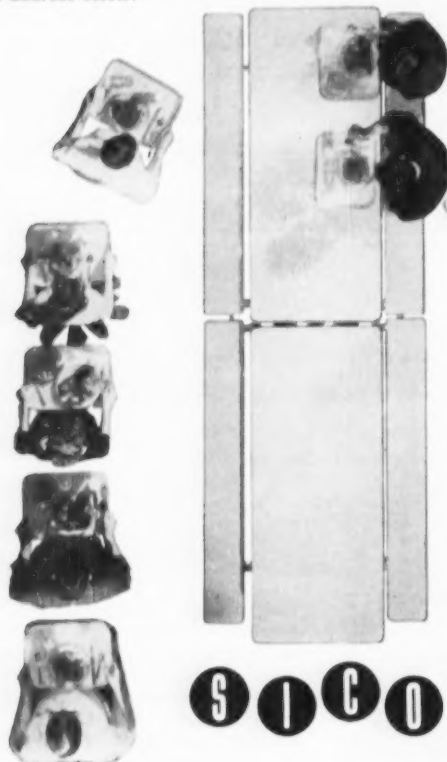
SE-261

to save more space, time, money in multi-purpose areas. These Sico System units can provide more space and greater economy in your school. They will seat more children in less floor space because they were designed to meet needs outlined by school administrators. They offer utmost flexibility because they do not require permanent installation—no construction limitations. They permit areas to be speedily converted from one function to another because of their simple, easy and safe operation. They store in minimum space. Their construction (plastic tops, rounded edges, 14-gauge, plated steel frames) assure cleanliness and long, trouble-free service.

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SICO B-Y unit. 12 Ft. length seats 20. Exclusive *Floating Fold* eliminates all hinges, latches, locks, operates safely. Rubber wheels assure easy moving, protect floors. Perfect for lunchroom—gym and similar installations.

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10802—60 pupils



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6802—48 to 54 pupils



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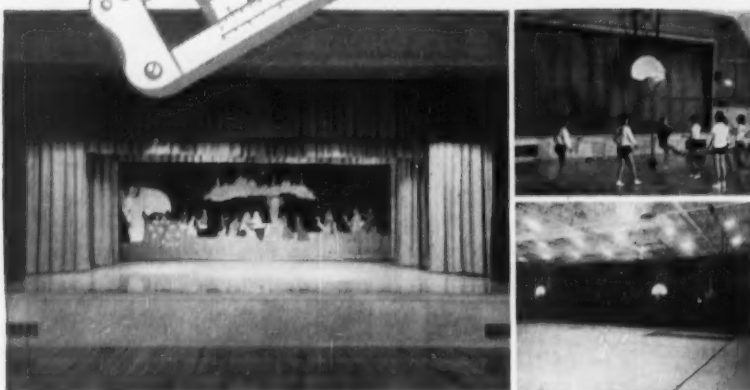


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New Dura-Décor materials suggest new uses all around the school. Added to normal Dura-Décor stage hangings, pictured above (left), is a back cyc seasonally-decorated with removable water paints. In the upper right, Dura-Décor protects an ordinary cloth stage curtain; lower right, a Dura-Décor room-dividing curtain makes two gyms out of one.

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SPOTLIGHT

calls for regular appraisal during the school period.

PTA advocates that the appraisals be made by the family doctor and dentist or, if they are not available, through the facilities of a child health conference, with its doctor and public health nurse.

The program was officially adopted at the 1956 convention of the National Congress in San Francisco last May.

Action was taken by the Congress after consultation with leaders from twenty national health organizations, including the American Academy of General Practice, American Academy of Pediatrics, American Medical Association, American Dental Association, American Nurses' Association, American Public Health Association, American School Health Association, National Association for Mental Health, U. S. Children's Bureau and U. S. Public Health Service.

The role of PTA's in the new program will be to make surveys of existing local health supervision of children. On the basis of these findings, they will cooperate with all interested agencies to develop a program of periodic health appraisal most suitable to the community.

They hope to keep parents informed of the value of periodic appraisal of the physical, mental, emotional and social aspects of health in order to promote family well-being and the development of healthy personalities in children.

Geer Heads Special Ed Program of Southern Board

ATLANTA—The new Regional Program on Special Education of the Southern Regional Education Board will be headed by William C. Geer, according to Winifred L. Godwin, regional programs associate of SREB.

Mr. Geer was formerly supervisor of special education for the Nashville, Tenn. Public Schools. He has held several special education positions in the state of Tennessee.

Support for the three-year special education program, Godwin added,



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Series 90 has a powerful, yet quiet, motor that performs smoothly and efficiently. Fingertip controls that reduce worker fatigue. Non-marking, neoprene wheels that give complete movability when needed—self-retracting when in operation. Everything you need in quality and performance can be yours with the new Tornado Series 90. And there's a model to fit your specific need. Have an on-the-job demonstration on your floor or rug today. Write for bulletin 783.

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SE-265

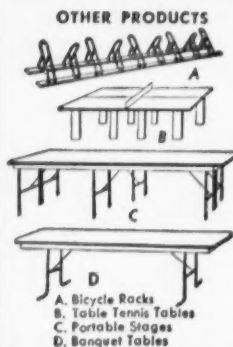
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SPOTLIGHT

has been secured from the United Cerebral Palsy Association and the Association for the Aid of Crippled Children.

Godwin said additional partial support for the program is expected from Southern state societies of the National Association for Retarded Children and other organizations.

SREB has been conducting studies and conferences over the past two years to determine the needs and supply of teachers of exceptional children in the South.

These studies revealed a large deficiency of teachers of exceptional children in the region.

Recently Dr. Leo Cain of San Francisco State College visited interested colleges and universities in the region and made recommendations for regional programs in special education.

"These regional programs, and the operation of a Regional Council on Special Education, will be the concern of Mr. Geer when he joins the staff," Godwin said.

**NEA College Salary Study
Shows Average at \$5,243**

WASHINGTON—The average salary of faculty members in institutions of higher learning is \$5,243, according to a recent survey by the Research Division of NEA.

This relatively low salary level exists at a time when colleges and universities are facing enrollments increasing at a higher rate than any other educational level, the survey shows.

Facts disclosed by the survey are published in NEA's quarterly Research Bulletin titled *Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges, 1955-56*.

They show that, on the average, municipal universities pay the highest salaries with state universities running second; that larger colleges pay more than the smaller ones; and that public institutions pay more than non-public institutions.

A geographical breakdown shows faculty salaries vary considerably



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from one part of the country to another, with the highest average—\$5,758—paid in the Far West. The lowest average—\$4,799—is paid in the Southeast. This difference of nearly \$1,000 shows up in all ranks of teachers and in all types of institutions.

Though administrative positions in the \$25,000-\$30,000 bracket are not unknown and salaries of \$10,000 or more for straight teaching during

the academic year can be cited, overall financial opportunities for teaching and administrative personnel are tragically limited.

The average college president receives \$11,314; the average full professor, \$7,076; the average associate professor, \$5,731; the average assistant professor \$4,921; and the average instructor, \$4,087.

"The shortage of competent teachers can rightly be charged to a number of contributing causes, but one stands far above all others in im-

portance—insufficient salaries," states the bulletin.

The investigation further discloses that many of the higher educational institutions are forced to take unfair advantage of the devotion of their members.

Data relative to salaries paid in administrative positions are also revealed. The median for the college dean is \$7,495; for the registrar, \$5,230; for the head librarian, \$5,437; for the business manager, \$6,632.

SE-268

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Adults Urged to Beware Of Educational Frauds

A number of unethical private correspondence schools are in operation and are a source of trouble for many adults seeking an education, the Association of Better Business Bureau has asserted.

These schools advertise for students by offering to grant diplomas for an abbreviated course of study. Although the "diploma mills" have been curtailed sharply, some are still doing a brisk business.

Many of these fraudulent schools represent themselves as having large staffs of experts. Actually, they are one-man operations.

Another stunt used is the promise to find jobs for their prospective students immediately after they graduate. In nearly all cases such pledges are meaningless.

The impression is created by these schools that their students can begin to earn salaries while still studying and paying tuition. Again, the Better Business Bureau points out, such claims are usually fraudulent.

New Handbook Discusses Civil Defense for Schools

WASHINGTON—The U. S. Office of Education has released a new publication on civil defense for schools.

Entitled *Education for National Survival*, the publication stresses two obligations which schools have to the civil defense program.

They should include in the curriculum the long-range civil defense training needed to meet threatened dangers, "whether they be from hurricane, flood, earthquake, explosion,

Where Tomorrow Begins..

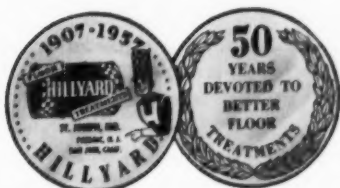


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fire—or war." Schools also should organize school personnel and set up plans so that they are ready to meet emergencies on brief notice, the booklet emphasizes.

Civil defense training can be woven into social studies, science, mathematics, health education, physical education and other school subjects, the booklet suggests.

"It (civil defense) is not something to be taught for a few days or weeks and then laid aside," the pub-

lication asserts. "Rather, it must be appropriately included at many points in the total curriculum."

A step-by-step outline for drafting civil defense plans for schools is included.

The handbook is based mainly upon proposals and experiences of school administrators, curriculum coordinators, teachers, and other persons in three State civil defense education pilot centers.

These centers are sponsored by State departments of education in California, Connecticut, and Michigan with the cooperation of the Office

New Headquarters

The Montana Education Association recently moved into this pleasant, home-like, new headquarters in Helena.



SE-271

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of Education. Copies of the publication are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 65 cents each.

UNESCO Report Stresses Need for Reading Materials

UNITED NATIONS — Production of additional simplified reading ma-

terial to meet the needs of the increasing number of newly literate persons in Burma, Ceylon, India and Pakistan has been urged by a meeting organized by the United Nations Educational, Scientific and Cultural Organization which brought together 16 experts from the four countries.

The experts' report points out that the four countries have launched national plans for the all-round progress of their people, and, with regard to production of material for new read-

ers, emphasizes that "existing agencies are by themselves unequal to this task." The report adds that "the time has come when a major and concentrated effort by both UNESCO and national governments is needed to assist in the production of this reading material."

The following steps are proposed for production work to meet outstanding needs: training of specialists, research into production, exchange of information, stimulation of book buying and reading, co-operation of governments and publishers in extending distribution and removing restrictions on supplies, encouragement of authors and production agencies, and reduction of postal and freight rates.

SE-273

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Business Leader Heads NY State School Boards Assn.

SYRACUSE, N. Y.—Thomas C. Fetherston, president, board of education, Oceanside, N. Y., was elected president of the New York State School Boards Association recently at the Association's annual meeting here.

The Association includes in its membership practically all of the



Fabian Bachrach

Fetherston

boards of education in the state from New York City to the smallest rural community.

It is one of the oldest and largest organizations of lay school officials in the country. Nearly 4,000 school board members and professional school officials attended this year's annual meeting.

Mr. Fetherston is assistant director of public relations, Union Carbide and Carbon Corporation, and

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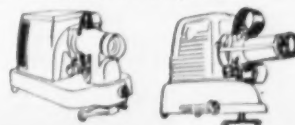
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is active in the Public Relations Society of America, The Association of National Advertisers, and several technical societies.

He is a member of the Education Advisory Committee of the Manufacturing Chemists' Association, a member of the National Science Teachers Association and serves on committees interested in educational matters in the National Association of Manufacturers, The International Acetylene Association, and on other Education and Industry-Education groups.

Male Teachers Have Role In Elementary Schools

NEW YORK—The male teacher has a vital role in elementary schools, and can offer distinct advantages to children, schools and the teaching profession, feels James Cole.

In a study for his doctoral project in the Department of Curriculum and Teaching at Teachers College, Columbia University, Dr. Cole found men have a unique capacity for offering a concept of manliness and a masculine ideal for both boys and girls, as well as providing a father substitute where necessary.

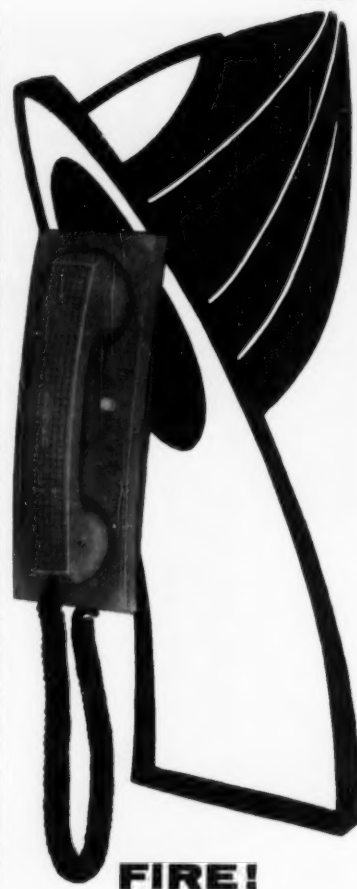
A combination of men and women on an elementary-school faculty provides for a more normal environment, Dr. Cole reported.

A school staffed almost entirely by women may lead to the misconception, by youngsters, "that scholarship is exclusively a feminine virtue."

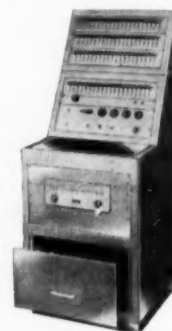
"This idea is fostered by a preponderance of women teachers in the elementary school, and can undoubtedly be mitigated if children have contact with well-educated men as classroom teachers."

Men teachers are also held to be the schools' best spokesmen in many communities "and to provide an avenue for the interpretation of school programs and policies in community organizations usually closed to women."

The common practice of employing men for upper grades only is supported more by tradition than on any psychologically defensible



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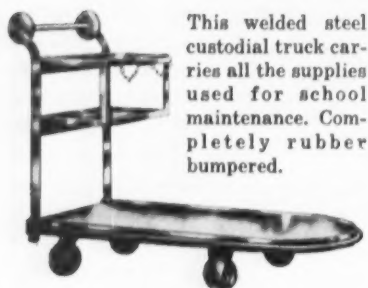
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grounds, Dr. Cole states. Men should be encouraged to prepare for, and teach in, primary as well as upper-elementary grades. They are needed not only to ease the general teacher shortage, but to establish a better balance of men and women teachers in elementary schools.

Dr. Cole cites recent figures showing that large numbers of men are entering the elementary-school field, and that the serious losses caused by the war appear to be overcome.

The approximately 88,000 men teachers in the public schools represent nearly 13 percent of the total number of teachers in the country. Male teachers have more than doubled since the war.

Yale Prof Stresses Science In Liberal Arts Study

NEW HAVEN, Conn.—Edgar J. Boell, Ross Granville Harrison Professor of Experimental Zoology at Yale University, has declared that,

contrary to popular belief, there is no conflict between science and the humanities.

In an address to the incoming freshman class, Professor Boell asserted that "the humanities and the sciences complement each other, . . ." but "today the place of science in American education is far from secure."

Three sources of antagonism to scientific study were cited by the noted zoologist. The first is a group of "ivory tower" people not actively opposed, but who "simply dismiss it as being relatively unimportant."

The widening anti-intellectual currents which seek to ridicule, censor and control men's thoughts and beliefs, was the second adverse influence, alluded to as "a spirit which stifles" learning. There is growing an undercurrent of feeling that scientific inquiry, which led to the release of atomic energy, "must in some way be curbed." This is the third area of antipathy.

The scientist, however, according

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to Professor Boell, is not responsible for the moral lag which has created the problems now facing the world. The scientist is a man of faith who is driven by a curiosity to learn as much as possible about himself and his total environment.

In summing up his speech, the professor urged the students to insist that they are "first of all provided with broad and thorough

knowledge of all the fundamental disciplines" in order to become "men with minds trained to analyze and to dissect the problems which confront the individual and society, and capable of resolving them through the application of appropriate techniques."

Booklet Describes How To Begin Ed TV Station

ANN ARBOR, MICH.—Three national organizations recently published a

booklet outlining the steps involved in establishing and operating an educational television station.

Entitled *Educational Television for Your Community*, the booklet was published by the Educational Television and Radio Center, located here; Joint Council on Educational Television, Washington, and the National Association of Educational Broadcasters, Champaign-Urbana, Ill.

The booklet details costs of establishing an educational station, offers case studies of present stations and indicated staff needs for ETV units.

Copies of the booklet can be obtained by writing the Educational Television and Radio Center, Ann Arbor, Mich.

SE-281

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New Group of Driver Ed Teachers Being Set Up

WASHINGTON—A new national association of driver and safety educators will be set up soon, it was announced recently by the National Commission on Safety Education of NEA.

A provisional committee has been appointed to outline steps in the formation of the American Driver and Safety Education Association, which will provide services for instructors in this rapidly-growing field of education.

"The success of driver education programs is reflected in the fact that insurance companies are reducing

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premiums for boys and girls who have successfully completed a driver education course approved by their state departments of education," according to NCSE Secretary Norman Key.

Demand increases

The speedy growth of driver education programs has also been accompanied by pressing problems, Key said.

"As the demand for such courses increases, it becomes increasingly difficult to obtain well qualified teachers. Other problems stem from the fact that program offerings are far from uniform."

The proposal for the new organization was a result of a conference of driver and safety educators recently sponsored by NCSE and attended by 50 leaders in safety education from 28 states.

Provisional committee

A delegate and alternate from each of six geographical regions represented by the conference make up the provisional committee charged with establishing the new organization. Its first business is to draft a constitution for the organization and to report to state organizations on action taken at the recent conference.

In addition to planning the new organization, the conference studied ways in which state associations could assist driver and safety educators in their respective states and types of interaction among state associations most beneficial to driver and safety education.

Chem Experiments Taught On Closed-Circuit TV

AUSTIN, Texas—Chemistry laboratory experiments are being performed over closed-circuit television at the University of Texas. The aim is to see if television can help students grasp lab techniques quicker.

The experimental teaching program, which is the University's first attempt at education on closed-cir-

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cuit television, was developed by L. O. Morgan, associate professor of chemistry, and Robert Schenkkan, radio-television director. Cooperating in the production of the programs are the University's radio-television, chemistry and physical plant departments.

"The television screen can enlarge certain important phases of an experiment, enabling a student to see details never before possible when he had to watch the experiment with some 100 other students," Mr. Schenkkan said.

"The televised program could also free some instructors from classroom work, allowing them to spend more time on creative research."

The educational shows, lasting from 40 minutes to an hour, give instruction in laboratory operations, demonstrate lab techniques, and review laboratory and lecture material which students want clarified.

The response of students and laboratory instructors has been highly favorable, Dr. Morgan commented. About one-fourth, or 380, of the freshman chemistry students receive the televised material, and they appear to be better prepared, to work better and ask fewer questions than students in regular labs.

At the conclusion of the televised demonstration, students complete their laboratory work under the supervision of instructors in each of the six labs.

Mr. Schenkkan pointed to the improved quality of instruction and economy of the new program.

Guidebook Stresses Needs Of Adult Students

WASHINGTON — A new guidebook, titled *Public School Adult Education* emphasizes that if the community is to meet the needs of increasing groups of adults coming back to school, it must offer a program based on adult interests, convenience, habits and mores.

Published recently by the National Association of Public School Adult Administrators, the 156-page guide-

book is geared for teachers and administrators. Its release coincides with the observance in many communities of the 100th anniversary of adult public education.

Recognizing that an ever increasing number of adults are coming to the public schools for a wide range of subjects, the Association calls for an adult education program in every public school system.

"Wherever there is an opportunity," it says, "more and more adults are turning to their public schools for education ranging from the basic skills of reading, writing, and arithmetic, to the discussion of social and economic problems. . . . "They desire training for new jobs. They want preparation to meet the problems of their homes, their families and communities more adequately and effectively. They desire leadership and training so that they may use their leisure time wisely."

In a warning against making adult education programs mere extensions of elementary and secondary education, the guidebook asserts that: "It is a different type of education with characteristics that call for a different curriculum, different course content, different methods and materials, different counseling service, different facilities, and for the most part, a different teaching staff."

To aid administrators and teachers in developing a program suitable to adults, the handbook offers specific "how-to-do-it" tips on curriculum development, teacher selection, teaching techniques, the use of community advisory committees, public relations and other areas of administration, supervision and instruction.

CONFERENCE CALENDAR

FEBRUARY

14-16, Annual Convention, American Association of Colleges for Teacher Education, NEA, Chicago.

14-16, Annual Meeting, National Association of Business Teacher-Training Institutions, division of United Business Education Association, NEA, Chicago.

15-21, National Convention, American Association of School Admin-

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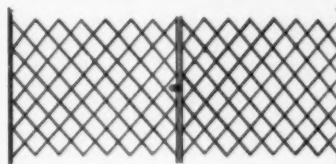
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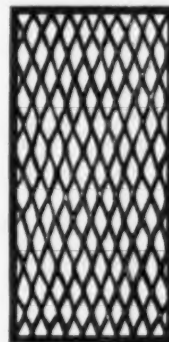
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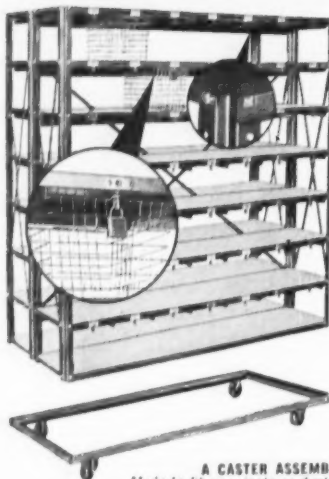
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CALENDAR

Istrators, NEA, Atlantic City, New Jersey.

16-20, Midwinter Meeting, National School Public Relations Association, NEA, Atlantic City, New Jersey.

23-27, Forty-First Annual Convention, National Association of Secondary-School Principals, NEA, Washington.

MARCH

1-5, National Convention, Department of Audio Visual Instruction, NEA, Washington.

4-6, Twelfth Annual National Conference, Association for Higher Education, NEA, Chicago.

17-21, Twelfth Annual Conference Association for Supervision and Curriculum Development, NEA, St. Louis, Mo.

20-23, National Convention, National Science Teachers Association, NEA, Cleveland.

20-April 1 National Convention, National Association of Deans of Women, NEA, San Francisco.

24-29, Annual Meeting, Department

of Elementary School Principals, NEA, Cincinnati, Ohio.

29-30, Thirty-Fifth Annual Meeting, National Council of Teachers of Mathematics, NEA, Philadelphia.

APRIL

4, NEA Centennial Birthday Party.

21-26, Annual Study Conference, Association for Childhood Education International, Los Angeles.

23-27, International Conference, International Council for Exceptional Children, NEA, Pittsburgh, Pennsylvania.

JUNE

15-20, Centennial Celebration, United Business Association, Dallas, Texas.

30-July 6, Centennial Convention, NEA, Philadelphia.

JULY

1-4, Annual Meeting, National School Public Relations Association, Philadelphia.

8-13, Fourth Annual Seminar, National School Public Relations Association, New York.

SE-287

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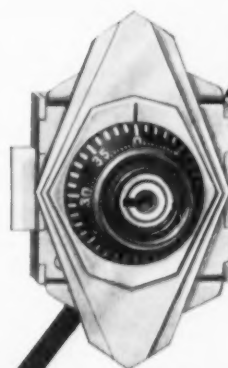
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WASHINGTON SCENE

news from the capital affecting education

Aid for Disabled Vet's Children

In 1785, George Washington built a schoolhouse in his home town, Alexandria, Virginia. The structure, a three-room, three-story schoolhouse—one room above another—is today a part of the Alexandria school system, and class exercises are held there every school morning.

The immediate purpose of the school was to provide education for the orphan children of soldiers who died in the American Revolution. Now, after 171 years, the loss of an educational birthright due to a service parent's death is at least officially recognized as a casualty of war.

Public Law 634 enacted by the 84th Congress—already nicknamed "The Junior G.I. Bill"—marks the first time that veterans' legislation has granted educational benefits to others than those who have served in the armed forces.

Under that law, the orphans of veterans of World War I, World War II, and the Korean action are entitled to government grants to continue their schooling and, as the law states, to attain "the educational status which they might normally have aspired to and obtained, but for the death of their parent."

To be eligible, the student's parent must have died of service-connected disease or injury. If death occurred after service, the veteran must have received a service discharge other than dishonorable. Since, with some exceptions, these children must be between 18 and 23 years of age, they are more likely candidates for the college campus than for the nation's high schools.

A total of more than 150,000 young men and women are expected to take advantage of this educational opportunity. Students are already entering in college under the terms of the Act, and the Veterans Administration expects that there will be 7,500 of these young people enrolled

during the current school year. When the war orphans education program reaches its peak, it is expected that between 25,000 and 30,000 young men and women will be attending.

The monthly allowance to students in school under the program ranges up to \$110, depending on whether or not the student is in school part-time or full-time. Less than half time training is not permitted.

Report on Post-HS Education

The first interim report of the President's Committee on Education Beyond the High School accompanied its preliminary statements with one which the Committee considers vital: "The American people will decide the various kinds of post-high school education they want."

This axiom underlies the educational philosophy of all democratic nations, whether pointing to the kind of education which the people will provide or the kind of education which they acquire. For, although the report recognizes the current extreme shortages of scientific and engineering personnel, it makes no proposal that students be herded into classes on the basis of the needs of the state rather than guided to that educational preparation best suited to individual needs and talents.

"The number in college and university," says the report, "will at least double and maybe triple the more than three million now being served."

In its forward look of ten to fifteen years, the Committee recognizes these guideposts: (1) The conservation and development of human talent as a proper concern of every citizen, and of the nation; (2) every individual, regardless of race, creed, color, or national origin, should have the opportunity to develop "his or her best self."

Genuine equality of educational

opportunity, the Committee feels, "must be characterized by four attributes." In *quantity*, there must be a sufficient number of institutions and of qualified faculty persons. In *quality*, there must be ways of meeting the pressure of numbers without jeopardizing the standard of educational opportunity.

In *variety*, there must be, not only diversity of educational institutions, but also of auspices under which they operate. And in *accessibility*, there must be facilities for education available to all (See page 84).

DC Teachers Aid Work Load Quiz

Spotlight is still on the schools of the nation's capital as they continue to be the subject of experimentation and study that could influence procedure throughout the states. Superintendent Hobart M. Corning has announced that investigators of the House Appropriations Committee will turn loose an investigating team to quiz teachers regarding their instructional work and problems.

Questionnaires are due shortly on the desks of the 4,000 District teachers. When marked anonymously and sealed, they will be tabulated by a consulting firm and used in evaluating board of education demands for an adequate teaching staff.

The poll now being conducted and evaluated will make inquiries about the teacher's work load, as well as ability to carry it. Teachers will be encouraged to volunteer personal opinions and to discuss the questionnaires with one another. The results will be made available to school officials.

No decision appears to have been made as to whether they will be made public. Francis G. Cornell, well-known educator, formerly faculty member of Teachers College, Columbia University, and the University of Illinois, will participate in the analysis of the poll results.

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SCHOOL LUNCH

By K. ELIZABETH LAMSON

Assistant
School Lunch Administration
Bureau of Home Economics
State Education Department
Albany, New York



School Lunch is a Team Project

THE NATIONAL SCHOOL Lunch Program celebrated its tenth anniversary in 1956, with appropriate ceremonies in Washington. At that time, two school children assisted President Eisenhower in cutting the anniversary cake. This program could not have reached its present stature without the interest and assistance of many individuals and groups.

During the past school year, more than 1.8 billion meals were served to children in approximately 56,000 participating schools throughout the United States and its territories. Compare this with 911 million meals served during the first year of its existence!

At the same time, 1.4 billion half-pints of milk were consumed by students in 62,000 schools throughout the nation during 1955-56 under the Special Milk Program. This act, first introduced by Congress in August, 1954, was extended until June, 1958. The annual appropriation for the program was also increased from 50 million to 75 million dollars.

As originally established in the School Lunch Act, the purposes of the program were "to safeguard the

health and well-being of the nation's school children and to encourage the domestic consumption of nutritious agricultural commodities and other foods." Alert educators have been prompt to recognize the educational potential of a feeding program and to take advantage of learning opportunities offered.

Relating classroom and lunchroom activities broadens the learning experiences of the students. The meal becomes a part of the school day and the dining area a classroom where positive learning takes place. The same factors apply, in some measure, to the meal brought to school or served at home, making it possible for the school **without** food preparation facilities to develop a functioning nutrition education program.

Responsibilities of administrator and board

School administrators and board of education work together to provide a pleasant location and adequate equipment for serving meals. A dining area with good acoustical treatment, attractively decorated, increases the enjoyment of appetizing

food as do pleasant table companions. Schedules are planned which allow ample time to enjoy the noon meal. Competent personnel supervise the noon hour and prepare meals which are appealing and nutritious.

Local financial assistance, in addition to the federal and state money, is usually necessary to provide high quality meals at a price which all children can afford to pay. Payment of labor costs by the board of education is the optimum plan in most situations. This expenditure of tax monies is justified in learning received from lunch time as in any other unit of the school program.

The administrator, with a vision of the lunch as a learning opportunity, will discuss with his staff teaching methods and techniques which promote this philosophy. He will guide their planning for continuous evaluation of each activity related to food and nutrition education, to be sure that maximum educational benefits are being received.

Establishment of general policies for operating the lunch program comes within the responsibility of the school administration. These

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LUNCH

policies include limiting foods offered to those which provide well-balanced meals and eliminating those which add no real nutritional value to the children's diets. Then, meal prices must be set at a level which the majority of children are able to pay. A plan is also needed to provide meals at lower rates or no cost for underprivileged children.

School lunch workers are employees of the board of education. Wage scales, working standards, benefits and other employment policies are set by the board of education or school lunch manager, who has been delegated this responsibility.

Efficient management is essential to a successful lunch program. This training is offered in many colleges and universities and technical schools. Short courses are sponsored annual-

ly by school lunch agencies in all states. Commendable efforts are being made in the majority of school districts to secure managers with such training and to encourage present personnel to take advantage of opportunities being offered.

Responsibilities of teachers

General and specific learnings taught in the classroom may be emphasized during the serving of a meal. Simple menus, planned in classes at all grade levels, may be served at school. Arithmetic and economics are learned as students work to adapt their menus to the low budget allowed for school meals. Art is practiced in planning attractive color and texture for food combinations and making dining room decorations and table centerpieces for special occasions or routine school days.

Eating together in the dining room requires supervision if the students are to put into practice good citizenship emphasized at school and at home. Student government in the dining room develops leadership. Students may assist the teacher by acting as class or table hosts and hostesses. In many instances, teachers and students prefer to have the meals served in their classrooms, to preserve an atmosphere which is more conducive to learning than is the large dining room.

Other activities have been observed which tie together teaching and practice at various age levels, and stimulate student interest in wanting to develop desirable personal food habits. Children telephone daily milk orders when learning correct telephone procedures. Others visit the school kitchen when studying edible plants, to observe vegetables being made into salads. Or, the students compare tests of bacterial accumulation on dishes rinsed under a faucet with those sanitized in the dish machine.

Tasting parties can be enjoyed in the classroom or dining room when less familiar foods are under discussion. Mathematics classes have

SE-293

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Close-up of built-in oven and range.

LUNCH

figured percentages and made graphs to show the numbers eating balanced meals and drinking milk. Each teacher is trained to explore the use of such techniques in teaching. School lunch committees have been formed in schools to compare experiences and exchange ideas regarding further ways to use the

lunch to expand classroom teaching.

The parents' responsibility

The school lunch is a community enterprise. Parents and other citizens may be represented on school lunch advisory committees to aid in establishing policies and making plans for strengthening the educational and nutritional values of the lunch to the school program. Parent-

teacher groups and civic organizations have underwritten the cost of free lunches and milk in numerous schools. Mothers of foreign extraction have introduced native dishes.

Parent cooperation in school activities encourages student interest. When the parent is guest at a school meal, his child must know how to assume responsibilities as host, and the parent increases his understanding of the ways in which the school is working to educate the child. School menus, published in advance by most schools, are used by the homemaker to vary family meals.

Through favorable parental example and comments, children are encouraged to eat foods which they have never tasted or have not learned to like. The acquisition of good food habits and a willingness to accept all wholesome foods contributes to health, citizenship education and good family attitudes.

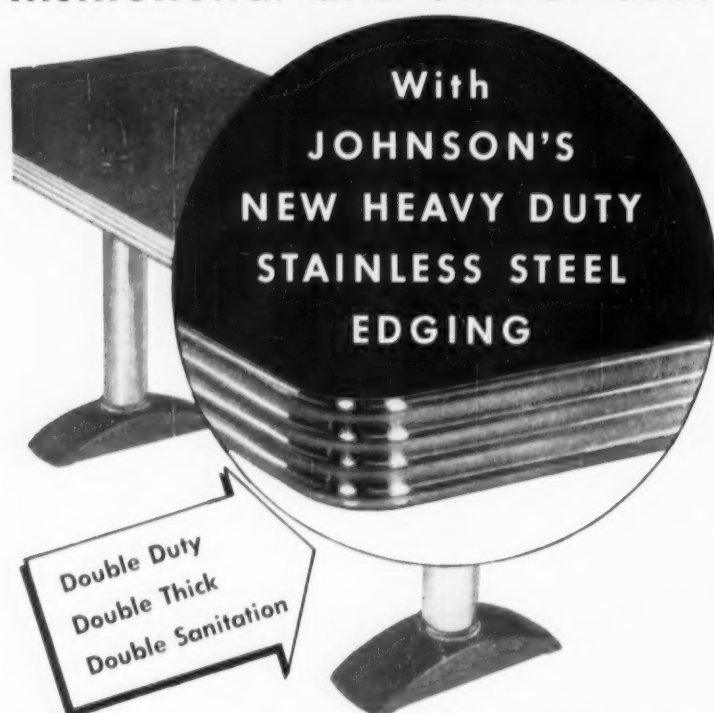
The students' responsibility

Learning by doing is an important principle in any school program. When a student has taken part in planning lunch menus and establishing lunchroom policies, he increases his knowledge and takes increased pride and pleasure in his experiences with food. Carefully guided and planned student action has resulted in persuading fellow classmates to choose well-balanced meals instead of snacks. Such activities have also helped eliminate less nutritious foods from the lunch counter and improve dining room citizenship. The influence of leaders among the student body may be used to improve lunch practices and food habits.

Student workers in the lunchroom render a valuable service. With proper direction they may acquire high standards of performance and skills which offer vocational experience as food handlers, cashiers and dish machine operators. Payment for this assistance may be a school service award, a meal or cash. Labor regulations limit the use of students as workers. The program should be

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JOHNSON PLASTIC TOPS, INC.

Elgin, Illinois

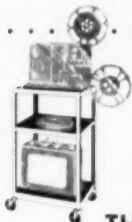
Sherwood 1-0134

FORMICA

IN VISUAL PRESENTATIONS MAKE A BETTER SHOWING with **OPTIVOX** PORTABLE EASEL



The newest thing for visual aid is this lightweight, portable **Optivox** easel. 29" x 39 1/2" steel board finished in "rite-on" green, adaptable for chalk, charts, or magnets. Aluminum legs fold to convert from 70" floor easel to table model. Net weight, 17 lbs. Comes with eraser, crayons, chalk, pointer, and removable chalk tray. **Only \$39.95.** Carrying case and lamp fixture are extra equipment.



... and **PIXMOBILE** PROJECTION TABLE

...lets you prepare your presentation in advance, roll it in, and use it when you're ready. Sponge rubber top, 4" swivel wheels, with brakes that hold on incline. Vibration less. Several models and heights. **42" table only \$32.95.**

WRITE FOR LITERATURE AND DEALER'S NAME. SOME DEALER TERRITORIES STILL OPEN. WRITE...

THE ADVANCE FURNACE CO.
2310 EAST DOUGLAS WICHITA, KANSAS

...of the many teachers' desks*
only **One**
stands out.....

HASKELL
OF PITTSBURGH



*Designed to balance
your school budget!*

It takes *Haskell* budget know-how to give you more value for every school dollar you invest in teachers' desks. More built-in quality, more comfort, more beauty including colors—all pays off! Happier teachers! Better teaching!

HASKELL
OF PITTSBURGH

*AS&U—See current edition of *American School & University* for details or write *Haskell*...

303 E. Carson St., Pittsburgh 19, Pa.

A GOOD NAME
TO REMEMBER

SMOOTH OUT TURNING
PROBLEMS WITH THE

POWERMATIC MODEL 90 12" LATHE

Here is a lathe that's *really* new... designed to meet the full requirements of metal spinning as well as wood turning. Mounted on a bed of finest grey iron castings, rib-reinforced for maximum rigidity, the Powermatic Model 90 virtually eliminates offsetting vibration... let's the cutting tools bite *smoothly* whatever the stock.

Get full details now and check the new Powermatic Model 90 feature-by-feature. It's the latest example of Powermatic's famous precision quality at moderate cost... equally at home in high production turning plants or the smallest cabinet shop!

- 12" SWING; 37" BETWEEN CENTERS OVER 60" BED
- BUILT-IN VARIABLE HEAD STOCK SPEED 500 TO 4000 RPM
- COMPLETE WITH 1 HP, 3 OR SINGLE-PHASE MOTOR IN BED
- PRECISION GROUND, CARBON STEEL SPINDLE RUNS IN SEALED-FOR-LIFE BALL BEARINGS



**SAFETY
CHECKED**
FOR SCHOOL USE

- LATHES • JOINTERS • TENONERS • BAND & ARBOR SAWS
- PLANERS • CHAIN & HOLLOW-CHISEL MORTISERS

DEALERS IN PRINCIPAL CITIES

Rush me free details on the Powermatic Model 90 Lathe.

DEPT. 8

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Address _____

City & State _____

P **POWERMATIC**
MACHINE COMPANY

McMinnville • Tennessee

**HAVE ALL
SOURCES OF
INFECTION
BEEN
ELIMINATED
IN YOUR
SCHOOL?**





*make
sure...*

INSTALL BRADLEY WASHFOUNTAINS!

Imagine dozens—hundreds of hands touching the faucets daily where conventional wash basins are used. Spreading of infections is possible under these conditions.

Compare this with the faucetless Bradley Washfountains that serve 8 to 10 simultaneously with clean running water from the central spray-head, *water supply being controlled by foot.*

Look at the large, sleek bowl—no contaminating water is left by the last users, because bowls are self-flushing. Bradleys provide more washing facilities in less space, each group unit requiring only three piping connections. Installation cost and time are reduced, whether placed in main washrooms, in corridors near lavatories, in or near cafeterias, workshops or art rooms.

For details, all models, write for Catalog 5601. BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan St., Milwaukee 1, Wis.

BRADLEY
Washfountains

Distributed Through Plumbing Wholesalers

Write for free
copy of
Catalog 5601



LUNCH

planned so that the work does not interfere with classroom instruction.

Lunch workers' responsibilities

Student customers demand food which is attractive and appetizing. The lunch staff is responsible for planning, preparing and serving a tempting meal in a cheerful manner that will encourage the child to eat foods necessary for good physical and mental development. School lunch workers also have a part in teaching acceptance of foods not included in the daily home menus. Extra care and thought is needed to add those touches to the lunch tray which will give it eye appeal and stimulate an interest in wanting to select and taste all items in a complete meal.

Wise purchasing practices, sanitary handling of food, food preparation which retains nutritional values and natural food flavors, efficient use of time and equipment, and merchandising of meals which appeal to children of various age levels are responsibilities of the school lunch staff. These workers are nearly all citizens of the community in which they work. Their interest and knowledge of the many benefits of the program will insure high quality of workmanship and contribute to general local understanding and acceptance of the program.

Progress has been made in developing lunch programs, of nutritional and educational value to school children and community, during the ten years of operation under the National School Lunch Act. Many problems continue to exist.

Scientific research conducted by the U. S. Department of Agriculture and colleges and universities is geared toward the solution of some of these. School experiences have contributed to solving others. Improvements and refinements may be expected as the program matures and as students, parents and school staff members achieve understanding of its values through planning and working together.

THE SCHOOL EXECUTIVE

Apsco



A point to remember

Apsco's Premier Portable pencil sharpener has been aptly called, "Teacher's step-saver."

Sits handsomely on the desk; fits snugly in the drawer when not in use.

Just one of the famous line of pencil sharpeners and desk accessories from



America's School Choice!
Apsco products inc.

Los Angeles, California

Rockford, Illinois • Toronto, Canada

SE-301

FLO-PAC

Floor Brushes



Exclusive Lumathread
the lifetime handle with cast aluminum threaded tip

You get the best results with the right floor brush! Take a tip from veteran maintenance men... FLO-PAC produces the right brush for every job... at the right price! Shown is No. 40 for keeping polished floors really bright. Lively extra stiff horsehair blended with Saran gives long time top performance. 18" size, \$8.70.

ORDER FROM YOUR JOBBER
Everything in maintenance needs!

FLOUR CITY BRUSH CO.
1501 4th Ave. So.
Minneapolis 4, Minn.

PACIFIC COAST BRUSH CO.
1507 Santa Fe Ave.
Los Angeles 21, Calif.



NOW *Rauland* ALL-FACILITY Central Control Dual-Channel **SCHOOL SOUND SYSTEMS**

Unsurpassed Educational Tool: The RAULAND S220 All-Facility Console gives you modern, smooth administrative control of the entire school plant. Available to serve up to 80 rooms, the system performs every conceivable function: distribution of administrative information, radio broadcasts, recorded music, school entertainment, instruction—plus instant 2-way intercommunication with all classrooms. Available also in S120 Console model, less desk. The last word in School Sound—quality-built to remain modern for years.

Your Choice of Every Desirable Program Facility

Program Panel

Selects any of 3 microphones or Room Return; mixes with any of 4 programs: Radio, Phono, Recorder or Remote Line. (Second program channel is combined with intercom panel.)

One-Operation Emergency, All-Call and Pre-select Switch

FM-AM Radio

Selects any radio program on the complete FM band or the entire AM standard broadcast band.



MODEL
S220

Intercommunication

Permits 2-way conversation with any room; as second program channel, selects any of 2 microphones, radio or phonograph.

Switch Panel

Selects any or all rooms (available with up to 80 room capacity) for all program distribution functions.

Phono Equipment

Choice of Automatic Changer playing all record sizes and speeds, or Transcription Player playing up to 16" records of all speeds.

RAULAND-BORG CORPORATION

Rauland-Borg Corporation

3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have classrooms; auditorium seats

Name Title

School

Address

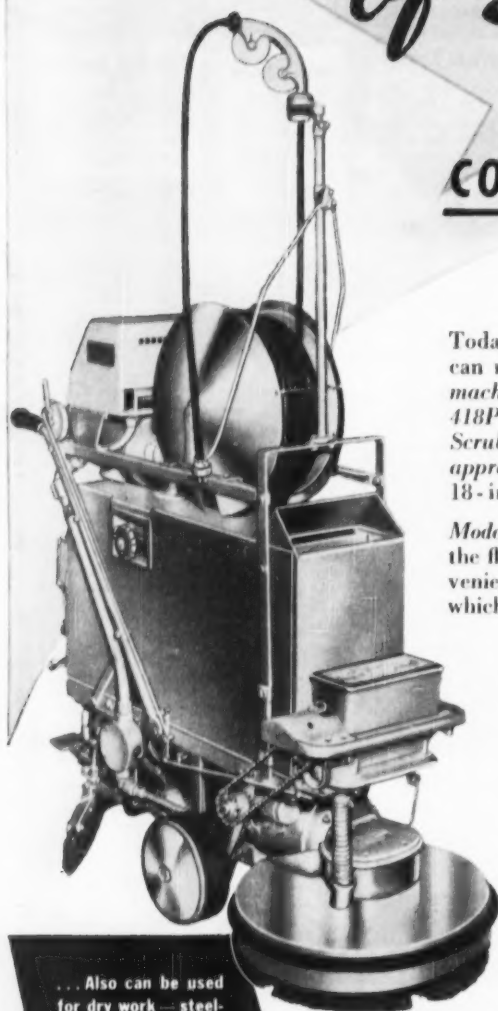
City Zone State

SMALL-AREA BUILDINGS...

Save $\frac{2}{3}$ of Every Hour of Scrubbing Time

WITH A

COMBINATION SCRUBBER-VAC!



... Also can be used
for dry work — steel-
wooling, et cetera

(Powder Dispenser
is an accessory)

Today, even buildings with but 2,000 to 15,000 sq. ft. of floor space can reap the labor-saving, cost-reducing benefits of *combination-machine-scrubbing*. Here's a *Combination Scrubber-Vac, Model 418P* at left, that's specially designed for such buildings. This *Scrubber-Vac*, which has an 18-inch brush ring, cleans floors in *approximately one-third the time* required with a conventional 18-inch machine and separate vac unit.

Model 418P applies the cleanser, scrubs, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the convenience of working with this single unit . . . the thoroughness with which it cleans . . . and the features that make the machine simple to operate. It's *self-propelled*, and has a *positive clutch*. There are no switches to set for *fast* or *slow*—slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. Compactly built, the *418P* also serves advantageously in larger buildings for the care of floors in narrow aisles and congested areas.

Finnell makes *Scrubber-Vac Machines* for small, vast, and intermediate operations, and in *self-powered* as well as *electric* models. From this complete line, you can choose the size and model that's exactly right for your job (no need to over-buy or under-buy). It's also good to know that you can lease or purchase a *Scrubber-Vac*, and that there's a *Finnell man* nearby to help train your maintenance operators in the proper use of the machine and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 3101 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

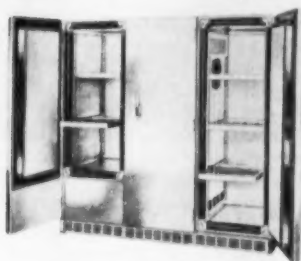
New Product / Reviews

The key numbers (SE —) which appear at the head of each product review and advertisement in this issue are also listed on the yellow mailing card that is bound in this section. For further information on any product, simply circle on the card the key number for that product and mail the card to us.

Freezer

SE-401

With Automatic Defrosting



The Sta-Kold FA-60-S self-contained freezer features the Kramer Thermobank automatic defrosting system with forced air circulation. Ice scraping and ice build-up are eliminated.

The interiors can be changed or interchanged in minutes without tools. They are also adjustable on 1" centers to take any or any combination of bakers pan slides, stationary or pull-out meat rails, stationary or pull-out shelves and refrigerated drawers.

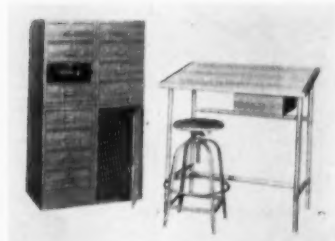
This freezer is of 100% all-metal construction. Capacity is 60 cu. ft.

VICTORY METAL MFG. CORP.,
Plymouth Meeting, Pa.

Drawing Table; Tool Cabinet

SE-402

New Items Are "Boy-Proof"



Two new products for vocational training shops—a drawing table and a tool cabinet—have been announced by the Standard Pressed Steel Co.

The drawing table consists of a laminated 1 1/4" wood-top set at a fixed angle on a base of heavy-gauge satin-finished aluminum tubing. The

fixed position top, set at a scientifically determined height and angle, eliminates loss or damage to movable parts and reduces commotion in the classroom. A single drawer slide is installed under the working surface of the table.

The tool storage cabinet is available in two models—one designed for installation on wall hangers; the other for use as a floor cabinet. The cabinets have all-steel peg-boards which resist damage and wear.

STANDARD PRESSED STEEL CO.,
Jenkintown, Pa.

Vacuum Cleaner

SE-403

For Wet, Dry Pickup



The Model P-905 Master-Vac has an average maximum water lift of 62" with the orifice closed; rated air-flow capacity is 128 cu. ft. per minute. One thousand sq. in. of filtering area and a specially-woven pleated filter cloth traps a maximum amount of dust with a minimum restriction of air flow.

Powered by a 1 1/4 hp (1300 watt input) General Electric motor, the P-905 operates from any standard 115 volt AC/DC current supply. Its unique design permits cool air to be forced directly over the commutator by a separate matched ventilating fan instead of the conventional fan-compressed hot-air cooling, thus reducing brush and commutator wear and lengthening the machine's life.

A specially designed seal on the lower motor bearing prevents water and dirt from entering the motor.

THE PREMIER CO., Dept. KP, 755
Woodlawn Ave., St. Paul 1, Minn.

Floor Finish

SE-404

Dries to Lustrous Finish

Style is a removable, buffable, polymeric floor finish used for asphalt tile, linoleum, rubber, vinyl and sealed wood floors. This product is not a wax, although it has some of the characteristics of a wax product.

Style is highly resistant to dirt penetration; is scuff resistant; scratch resistant and durable. It can be easily removed and renewed, contains no spirituous solvents, and is harmless to all floors.

VESTAL, INC., 4963 Manchester
Ave., St. Louis 10, Mo.

Four Tier Cabinet

SE-405

Adapts to Many Purposes



These youngsters are practicing puppetry with a Brunswick four tier cabinet converted to a stage. The adaptability of the complete line of cabinetry made by The Brunswick-Balke-Collender Co. provides the teacher with many possibilities for channeling youthful imaginations into pleasant educational projects. This same four tier cabinet, with shelves and doors added or subtracted will also serve for general storage, library shelves, etc.

THE BRUNSWICK-BALKE-COLLENDER
Co., 623 S. Wabash, Chicago 5, Ill.



audiotape offers EVERYTHING

you want or need for educational recording!

UNIFORM QUALITY AND MINIMUM COST—PLASTIC-BASE AUDIO TAPE ON 1½-MIL CELLULOSE ACETATE, meets the most exacting requirements of the professional or educational recordist at minimum cost. Known the world over for matchless performance and consistent, uniform quality.

PREMIUM QUALITY AND GREATEST STRENGTH—AUDIO TAPE ON 1½-MIL MYLAR* is a premium quality professional tape that provides the utmost in mechanical strength and immunity to temperature and humidity. Will not dry out or embrittle with age.

50% MORE RECORDING TIME AND SUPER DURABILITY—LR AUDIOTAPE ON 1-MIL MYLAR gives 50% more recording time per reel. The strong super-durable polyester film base assures trouble-free operation even under severe conditions of heat and humidity.

50% MORE RECORDING TIME AND MAXIMUM ECONOMY—PLASTIC-BASE LR AUDIOTAPE provides fifty percent more recording and playback time on low-cost 1-mil cellulose acetate base, affording maximum economy on applications where high strength is not required.

TWICE AS MUCH RECORDING TIME—SUPER-THIN AUDIOTAPE ON ½-MIL MYLAR gives twice as much recording time per reel as standard

plastic-base tape. Suitable for extended-play applications where tape tension is not excessive.

NO MATTER WHAT YOUR EDUCATIONAL APPLICATION, REGARDLESS OF THE TYPE OF RECORDER, THE COMPLETENESS OF THE AUDIOTAPE LINE AND THE HIGH STANDARD OF AUDIOTAPE QUALITY ASSURE YOU OF BEST RESULTS.

*Trademark, DuPont polyester film

Our 1956-57 Tape Recorder Directory, describing over 250 makes and models of tape recorders, is yours for the asking. Drop us a card and we'll be happy to send you a free copy.



AUDIO DEVICES, Inc.
444 Madison Ave.,
New York 22, N.Y.

SE-305

**For Staging that's . . .
VERSATILE, ECONOMICAL, DRAMATIC
Consult Pittsburgh**

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

**TRACK • LIGHTS
HARDWARE
RIGGING**

**CURTAINS
DRAPERIES
FLATS
DROPS**

Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium

WRITE TODAY for free consultation or additional information.

Pittsburgh Stage Inc.
2705 No. Charles St.
Dept. SE-1
Pittsburgh 14, Penna.

SE-306

Monroe FOLDING BANQUET TABLES



**DIRECT PRICES & DISCOUNTS
TO SCHOOLS, CHURCHES,
LODGES, HOTELS, CLUBS, etc.**

NOW, Monroe Folding Banquet Tables, at no extra cost are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Formica and Ormacele special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.



Chair
Truck TSC

MONROE TRUCKS For Folding Tables and Chairs

Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.



Complete Line of
Folding Chairs

THE Monroe Company
46 CHURCH ST. COLFAX, IOWA

Micro Opaque Reader

SE-406

With Opaque Reading Screen



The AO Micro Opaque Reader will accept every known type of card with micro data on it. It utilizes, for the first time, an opaque reading screen which has the important advantage of offering greater eye-reading comfort over the conventional translucent screen.

Other features include: three easily interchangeable objectives (23X, 20X, 15X); cast steel frame for optics assures permanent optical alignment for objective, condenser, lamp bulb and reflectors; fan cooling eliminates any danger of heat damage to cards; focus conveniently accomplished by means of knurled knob adjacent to operator; large opaque screen, 11" x 12 $\frac{5}{8}$ " at 15° comfortable reading angle; off-on finger tip switch—foot switch available for photocopy timing.

AMERICAN OPTICAL CO., Instrument Div., Buffalo 15, N. Y.

Hand Truck

SE-407

Designed for Large Items



The Rol-Away hand truck Model A-B is especially designed to handle large bulky materials. The most important design change is in loading. The upper structure tilts forward

without lifting the wheels from the floor. The load is then tilted back to any desired slant and held at that angle by means of adjustable set screw stops.

Because of the greater slant of the load, much wider cases can be carried than with former models. Cases up to 18" in width and up to 2,500 lbs. in weight are held firmly by the new model and handled with ease by one operator.

ROL-AWAY TRUCK MFG. CO., 6143 S.E. Foster Rd., Portland 6, Ore.

Microvoltmeters

SE-408

Chopper-Stabilized Instruments

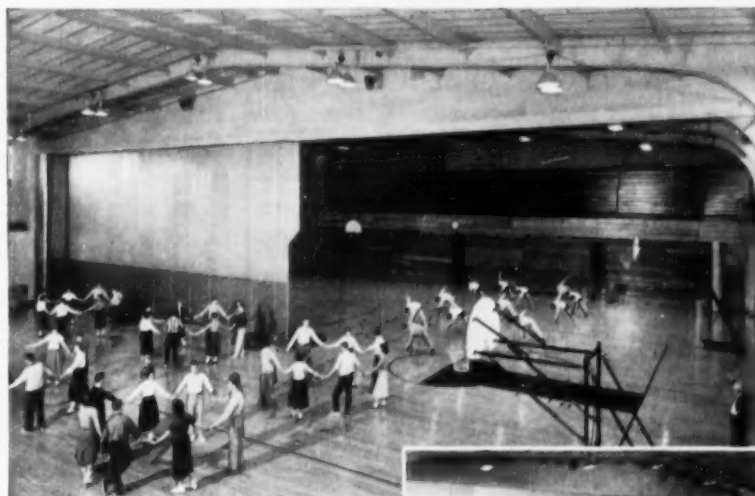
The application of Kay Lab's unique chopper circuitry as applied to DC Microvoltmeters has resulted in two instruments for laboratory use. The Model 202A is a sensitive, stable microvoltmeter and amplifier. The Model 203 is a model offering greater sensitivity than the 202A with additional features.

KAY LAB, 5725 Kearney Villa Rd., San Diego 12, Calif.

Another first by **R-W!**

SE-307

New "FoldeR-Way" Aluminum Partitions



Childs & Smith, Architects, Chicago

Only R-W
gives you so much more
New Beauty! Modern Design!
Everlasting Performance!

- ★ **No painting expense—ever!** Each section made of smooth, flush, durable aluminum.
- ★ **Lightweight!** 3" thick partition sections weigh 50% less than conventional designs.
- ★ **Scientifically engineered!** Honeycomb internal construction provides maximum strength, minimum weight and minimum sound transfer.
- ★ **Dimensional stability!** Not affected by humidity or temperature changes.
- ★ **Fully automatic electric operation!** Key switch control does it all.

For details and specifications,
write for **FREE** catalogs today

This R-W "FoldeR-Way" aluminum partition installed in West Senior High School at Aurora, Illinois, is the first aluminum gymnasium folding partition ever installed anywhere! Electrically operated and fully automatic, a turn of the switch key does everything.



526 W. THIRD STREET, AURORA, ILLINOIS

Branches in Principal Cities

SLIDING DOOR HANGERS & TRUCKS - ELECTRIC DOOR OPERATORS - FIB DOORS & PARTS - INDUSTRIAL DOORS & EQUIPMENT - INDUSTRIAL CONVEYORS & CRANES - SCHOOL HANGERS & PARTITIONS

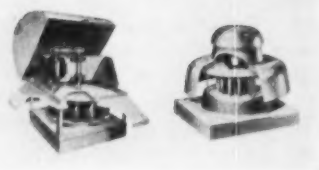
SE-409

Centrifugal Ventilators

Two New Units Introduced

Two new centrifugal ventilators have been announced by The Burt Mfg. Co. Designed for high efficiency and quiet operation at slow speeds, they are particularly well suited for use in schools where low noise levels are desirable.

The ventilators are available in a V-belt drive for large capacities from 675 c.f.m. to 36,430 c.f.m. and



in a low profile model of spun aluminum for installations requiring lower capacities from 408 c.f.m. to 2,503 c.f.m. All models carry the

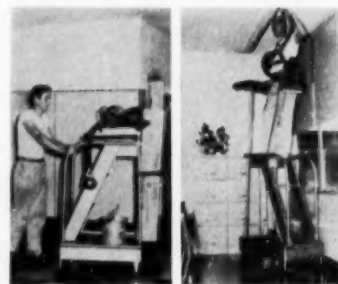
new P.F.M.A. certified capacity label guaranteeing ratings.

THE BURT MFG. CO., Dept. SE, Akron 11, Ohio.

Ladder-Truck

SE-410

Reaches Levels to 11 Feet



The new Safe-Lad M-4 mobile ladder-truck is designed for use in the 7 to 11 foot overhead maintenance zone in schools. It is used for the cleaning of windows, blinds, transoms, upper wall spaces, and for the maintenance of lights.

Labor savings up to 50% over old-fashioned maintenance methods are reported by users because the mobile ladder-truck rolls all needed supplies on upper and lower work trays right to the work area, through all doorways and into regular elevators.

Safe-Lad locks automatically and provides guard rail protection so that both hands are completely free for overhead tasks.

SAFE-LAD MFG. CO., 1001 S. E. Morrison St., Portland 14, Ore.

SE-411

Gymnasium Seating Unit

Is Free-Standing

A new free-standing, mobile gymnasium seating unit has just been announced by Brunswick-Balke-Collender Co. The unit, unlike a movable unit, does not require floor plates or wall attachments. It is moved by means of mobile trucks to the area where additional seating is required.

The mobile gymnasium seating unit, which is furnished to a maximum height of 10 rows, incorporates all of the features of the Brunswick line including full chair height seating, standard skirt boards, full automatic locking and ease of operation.

THE BRUNSWICK-BALKE-COLLENDER CO., 623 S. Wabash, Chicago 5, Ill.

SE-308

Now—a Portable, Self-Contained

LAB DEMONSTRATION TABLE

complete with its own services

Here's the laboratory table you've always wanted for science demonstrations in the classroom, assembly room, science room—anywhere you choose! With this new Kewaunee FLEXILAB you have a compact, self-contained, completely portable laboratory that may be used and shared by all classes in all departments.

No service connections to make—the FLEXILAB provides its own wa-

ter supply and waste facilities; electrical outlet and inlet; plus provision for safe storage of portable gas cylinders and burners, vacuum or air pumps, batteries and other items.

Acid-resisting Kewaunee Greenweld top is 5'6" long, 28" wide with drop leaf up. Base is selected Northern Oak in natural finish, with five drawers and two cupboards, all with locks. Famed Kewaunee quality throughout.



Mail coupon for full details

FREE LABORATORY PLANNING MANUALS

Showing new concepts in equipment design and classroom arrangement. Check coupon for 48-page planning manual and 44-page equipment catalog.



KEWAUNEE MFG. CO. Adrian, Mich. TECHNICAL FURNITURE, INC. Statesville, N.C.

REPRESENTATIVES IN PRINCIPAL CITIES

KEWAUNEE MFG. CO.
5031 S. Center St., Adrian, Michigan

- ☐ Send full details on new FLEXILAB.
☐ Send free planning Manual and Catalog.

Name _____

Firm _____

Address _____

City _____ State _____

ONLY THE **NEW** IRWIN PROVIDES ALL THESE SUPERIORITIES!

ONE-PIECE G-E TEXTOLITE DESK TOP, attractive and exceedingly durable.

ONE-PIECE FORMED STEEL BOOK BOX WITH ROLLED EDGES AND CONVEX EMBOSSED BOTTOM.

POSTURE FORM CHAIR that induces correct sitting, provides greater comfort, minimizes fatigue . . . PROVIDES EASY EGRESS AND INGRESS.

CHAIR IS NON-SWIVEL TYPE, a feature that eliminates hitting and knocking finish off desk behind it.

BETTER APPEARANCE WHEN NOT OCCUPIED . . . more orderly . . . all chairs remain in same relative position to bookbox.

UNIVERSALLY ADJUSTABLE . . . box and chair are adjustable for height . . . frame is longitudinally adjustable.

SELF-LEVELING DEVICE eliminates jiggling caused by unevenness of floors.

MORE DESKS PER ROOM . . . actually requires 3 inches less lineal floor space per desk.

HARDENED AND POLISHED RUBBER CUSHION GLIDES.

The definite superiority of this new IRWIN UNI-DESK exemplifies the comprehensive design and sound construction characteristic of the entire IRWIN line which includes seating for every school and auditorium requirement. Why not write for our catalog, NOW?

UNI-DESK



IRWIN SEATING Company

GRAND RAPIDS,

MICHIGAN

SE-310

- fully automatic
- trouble free
- low cost

Montgomery Program Clocks operate all classroom schedules automatically!



ONE & TWO CIRCUIT

Activates 1 or 2 circuits on pre-arranged schedules. 12 or 24 hour models. Signals from 2 to 25 seconds duration. Automatic calendar switch. Set by turning clock hands; perfect synchronization. Push buttons do not disturb automatic operation. Easily installed in new or existing signal systems.

MONTGOMERY MFG. CO.
OWENSVILLE, INDIANA

SEE YOUR SCHOOL SUPPLY
DISTRIBUTOR OR WRITE FOR
DETAILED INFORMATION

Montgomery SYNCHRONOUS PROGRAM CLOCKS

NEW! MULTI-CIRCUIT

Operates up to 5 separate schedules on 1 to 5 groups of signals. 12 or 24 hour models. Signals from 2 to 25 seconds duration. Calendar switch regulates operation. Program mechanism and clock movements perfectly synchronized; set simply by turning clock hands. Use pushbuttons without disturbing automatic operation.



SE-311

NEW Symphonette

Developed in
the Audio-Visual
Department at
George Peabody
College for
Teachers



Designed for the Classroom Teacher

- Superior base response for size of unit
- Records protected against heat damage by complete isolation of amplifier
- Wide range 8" speaker
- 10 watt AC amplifier

Meets the classroom teacher's need for a record player with ruggedness, dependability and high quality sound reproduction.

PYRAMID ENTERPRISES

3815 Trimble Road

Nashville, Tenn.

Please send me literature and complete description of Symphonette.

Name

Address

City State

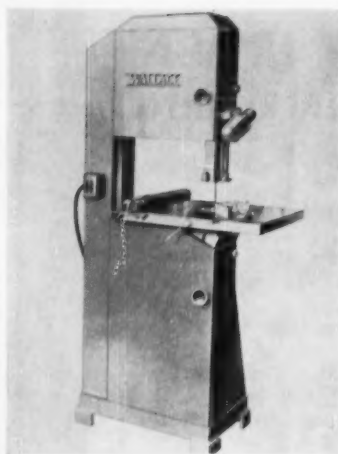
Band Saw

SE-412

For Wood, Metal Working

The Wallace 56 is an entirely new combination wood and metal working band saw. It features rugged welded steel frame design which makes use of heavy gauge steel plates adequately gusseted and braced for extreme rigidity and vibration damping.

The band saw is available in a straight belted drive—high speed range—suitable for use on wood and non-ferrous metals, and also in a version which permits a full range of cutting speeds from 50' per minute up to 3300' per minute.



SE-312

...MICHAELS

Time-Tight EXHIBIT CASES

Michaels exhibit cases, made of extruded bronze and aluminum, are recognized everywhere for their high quality, distinctive appearance, maximum visibility, flexibility of interior arrangement, and other advantages. Innerlocking frames, exclusive with Michaels, mitred intersections, and other structural features, assure protection against ingress of dust and vermin, as well as security against handling and theft. Many types are available: table, aisle, corner, suspended and recessed cases in standard sizes or custom built.

Michaels cases are used extensively by educational institutions, museums, art galleries and libraries. Write for catalog containing complete information.

THE MICHAELS ART BRONZE CO., INC.

P. O. BOX 668-SE, COVINGTON, KENTUCKY

Since 1870 the name Michaels has been a symbol of exceptionally high quality

A universal type of motor mount permits the use of any desired horse power from 1/2 up to 2 horse power.

J. D. WALLACE & Co., 800 N. Detroit St., Warsaw, Ind.

SE-413

Combination Top Ranges

For Open Top, Hot Top Cooking



The operator using heavy-duty cooking equipment now has available a space saving feature in the combination top Garland ranges. In 34" of cooking space, open top and hot top cooking can be accomplished.

In the 6-burner 40 and 50 series ranges, operators may order these ranges in multiple top combinations. For example, there may be two open burners, and the balance hot tops; or four open burners and the balance a hot top; or all hot tops or all open burners, as desired.

GARLAND DIV., WELBILT CORP., 57-18 Flushing Ave., Maspeth, N. Y.

Polyethylene Film

SE-414

For Protection in Building Construction

The Delta Co. is now marketing Deltafilm, a pure polyethylene film for permanent moisture vapor protection in building construction.

Deltafilm will not rot, is unaffected by age and moisture, is extremely lightweight, strong, easy to handle, and is low in cost. It is ideal as a wall, ceiling, under slab and crawl space vapor barrier. Unaffected by low temperature, it will not crack, is an excellent cover for materials, and is suitable for window and other opening protection.

DELTA CO., 333 W. 24 PL., Chicago, Ill.

SE-313

Scoremaster

BASKETBALL SCOREBOARDS



MODEL 250-6

Has all these new features:

- SYNCHRONIZED FLASHER-TIMER
- ELECTRIC NUMBERGRAMS
- LOUD HORN VIBRATOR TYPE
- TRANSLUCENT TEAM NAMES
- REMOTE CONTROL
- ALL UNITS ON SEPARATE CONNECTORS

Overall size
72" x 34" x 6",
numbergrams
6½" x 10",
letters 5" high.
Other models
also available.

Also Available:

SCOREMASTER FOOTBALL SCOREBOARD

M. D. BROWN COMPANY

2207 LAKE ST.

NILES, MICH.

SE-314

MAYLINE



C-7702 ART TABLE

The C-7702 Art Table has a 20" x 24" metal edge, adjustable drawing top and a 20" x 10" metal edge reference top. Drawing table C-7703B has a 30" x 42" solid basswood metal edge adjustable top. Roomy drawers are individually keyed. Board compartment holds six boards 21" x 26". Base of each table is oak. Choice of finish golden oak or natural.

Both tables will be on display when you visit us in booths 1324-26, AASA Convention, Atlantic City, February 15-20.

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C-7703B DRAWING TABLE

MAYLINE

CORONET FILMS DEVELOP A GREATER INTEREST IN AMERICAN LITERATURE

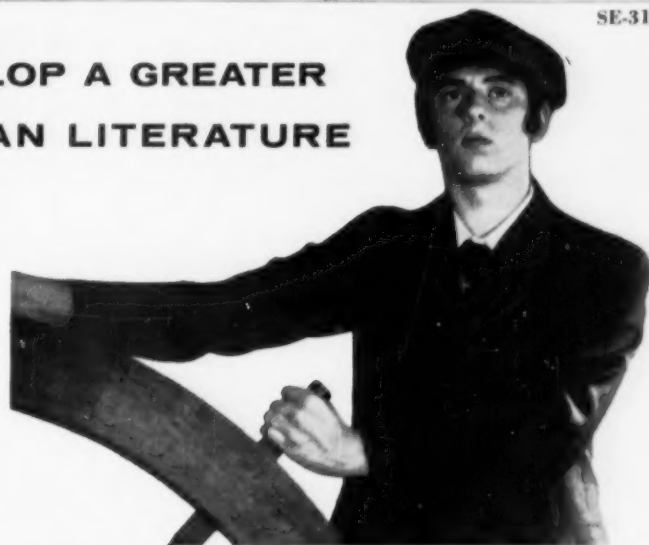
One of the toughest problems for teachers of American Literature is to develop an immediate and continuing student interest in American Literature. CORONET, through exhaustive research and careful production, has developed films which will help solve this problem. Some of these are listed on the coupon below.

You should make certain your teachers in this important area are familiar with the films which can help them most. We want to help. Accordingly, preview prints of these films—and many others planned to increase the effectiveness of classroom instruction—are available *free* for examination by teacher committees... the best way to make selections for purchase.

Ask your secretary to check the list with your teachers of American Literature today—then use the coupon to request *free* preview prints. The films will be mailed promptly. Your only obligation will be the return postage.

Coronet Films

CORONET BUILDING • CHICAGO 1, ILLINOIS



CORONET FILMS

Dept. SE-157, Coronet Building, Chicago 1, Illinois

- ☐ Please send me your catalog describing all Coronet films.
- ☐ Please send me without charge preview prints of the films I have checked:

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School or Organization _____

Address _____

City _____

Zone _____ State _____

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- ☐ Mark Twain: Background for His Works
- ☐ Walt Whitman: Background for His Works
- ☐ American Literature: Revolutionary Times
- ☐ American Literature: Early National Period
- ☐ American Literature: The Westward Movement
- ☐ American Literature: The Realists
- ☐ New England: Background of Literature.

Multi-Meal Containers

For Serving Hot Main Dishes



The new Mealpack Model 3-MM and 3-MM-E Multi-Meal Containers are designed to simplify the centralized vacuum sealing, and the decen-

tralized serving, of hot main courses, without reheating—at points remote from the central kitchen. In both models, eight partitioned Pyrex dishes, each containing a full main course, fit snugly on top of each other into a double-walled insulated stainless steel base. A stainless steel cover similarly constructed, fits over the dishes and is clamped to the base, to provide a compact, easily handled 3-meal unit.

The 3-MM model, operating on a vacuum principle, is designed to keep meals at just-served temperatures for from one and one-half to two hours; the 3-MM-E model, electrically heated, can maintain temperatures indefinitely at approximately 150°

through a built-in thermostatic control.

MEALPACK CORP., 2014 Ridge Ave., Evanston, Ill.

Emulsion Cleaner

SE-416

Contains Hexachlorophene

Crema-Cote is an emulsion type cleaner notable for its two-phase cleaning power. At one and the same time, Crema Cote takes into solution water-soluble dirt, grime, etc., and oil-soluble materials such as grease, fats, oils, etc., converting them instantly into synthetic soluble soaps and thereby eliminating almost entirely the rinsing phase of the cleaning operation.

Crema-Cote also provides the cleaned areas with an "invisible glove" exerting definite antiseptic properties.

JAMES VARLEY & SONS, INC., 1200 Switzer Ave., St. Louis 15, Mo.

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SE-417

Is Light to Wear



Football players now have a dependable face protector made of clear, tough Tenite butyrate plastic. The new face guard can be attached to any of several well-known makes of helmets by means of its patented ear plugs. Holes may be punched or drilled on either side of the helmet for insertion of screw posts which hold the guard at the correct position for the individual player. The durable plastic is practically unbreakable, highly resistant to denting or bending, and so clear that it does not interfere with vision.

HUTCHINSON BROS. LEATHER CO., 1924-1948 W. 8 St., Cincinnati 4, Ohio.

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SAVES \$500

PER ROOM

WITH **RILCO**
BEAMS



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"Besides substantial savings in original cost," said Mr. Hurley, "Rilco beams cut our erection costs as well. The natural beauty of the wood allowed us to leave beams exposed, no furring for the ceiling was necessary; we just nailed Rilco decking directly to the top of the beams and purlins.

"We saved \$500 per school room yet produced unusually attractive interior effects."

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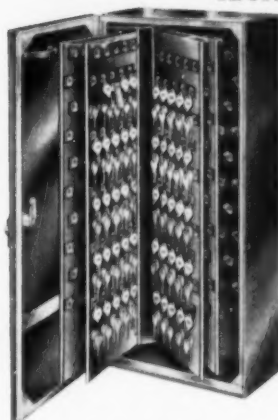
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A SUBSIDIARY OF SUNROC CORPORATION, GLEN RIDDLE, PA.

SE-318

save time and money with UNIVERSAL Dish Caddy*

MODEL T 160

**SIMPLIFIES
HANDLING!**
stores neatly
under
serving
counter.

* Patent
Pending



"Dish Caddy" transfers dishes directly from clean dish table to serving station. It loads two sides of its twin compartments to have all dishes within easy reach. Can be stored under serving counter with covers in closed or opened position. Eliminates unsanitary storage shelving under counter. Translucent plastic doors enhance its modern, trim appearance.



For further information write for folder 110
UNIVERSAL PRODUCTS CORP.
SECAUCUS, NEW JERSEY

SE-319

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Krueger's Series 100
gives you
better performance
at lower cost!



FOR SIZE, COMFORT AND

SERVICE THIS CHAIR MEETS ALL REQUIREMENTS

One of the most comfortable folding chairs of all—and certainly the *best value* per dollar expenditure! Strong, rigid and durable, its electrically seam-welded tubular steel frame is specially designed and constructed to provide many years of the hardest kind of usage. Unusually safe, too, there are no sharp edges, corners or exposed mechanisms to pinch the occupant or tear one's clothing — no danger of chair accidentally tipping if seated well forward or far back. Beautifully finished in Beige, Azure Grey or Saunders Green baked-on enamel. Steel or wood veneer seats. Write for new special, detailed brochure.

HEAVY GAUGE TUBULAR FRAMES

Note reinforcing at seat pivot points with 6" vertical frame strengtheners for stronger support — more rigid bearing points to secure seat pivot rod — prevent frame spreading.

LARGER, ROOMIER SEATS

Choice of contour shaped and drawn one-piece steel seat 15½" wide by 16" deep or two-way contour shaped wood veneer seat with sloping forward edge for maximum comfort.

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A light push downward on the backrest and chair opens—an upward lift and it closes. No other chair operates so easily, so smoothly! Folds flat to double frame thickness.



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KRUEGER

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Music Stands

SE-418

Have Chromium Finish

The Hamilton line of music stands have a bright chrome finish over bright nickel. This finish is much more durable and is easier to clean and longer lasting, with a brilliant shine that never needs polishing and never tarnishes.

KRAUTH AND BENNINGHOFFEN, Hamilton, Ohio.

Letter Opener

SE-419

Trims 1/16" Edge off Envelope

The BDC Letter Opener permits



one-hand operation. The envelope is inserted, the top plate is depressed and the envelope is opened in a single continuous motion. This simple and speedy operation trims a 1/16" edge off any size envelope including No. 10.

BOHN DUPLICATOR CORP., 444 Fourth Ave., New York 16, N. Y.

Floor Machine

SE-420

For Large Floor Areas



The ClarkeAmatic drastically reduces costs by cleaning 10 to 20 times faster than ordinary mopping. Electrically powered, and also available in propane and gasoline powered models, the unit is operated entirely by push buttons and levers. It automatically meters solution to its twin brushes, scrubs, rinses, picks up dirt, and solution and dries—all in one operation.

The unit is available in two sizes, with 26" and 30" brush spreads. Both machines have two forward speeds, 133 and 183 lineal feet per minute.

The large model scrubs up to 28,000 sq. ft. per hour, while the 26" unit scrubs up to 24,420 sq. ft. per hour.

CLARKE SANDING MACHINE CO., Dept. PB, 30 E. Clay Ave., Muskegon, Mich.

SE-421

Circular Saw Sharpener


Has Special Safety Rest

The Model PG-12 sharpens all types of circular saws, rip, cross-cut, planer, miter, or combination, up to 12" in diameter. There is also a new, specially-designed safety rest to prevent tipping and damage to saw teeth, giving maximum protection to the user.

The sharpener attaches to the power table and the saw blade is locked in the unit and passes over the grinding wheel like an ordinary woodcutting operation. The two precision index plates insure proper and uniform grinding of all teeth regardless of spacing or unevenness.

QUICK-WAY SAW CO., 302 Tompkins St., Cortland, N. Y.

SE-320



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SCHOOL EQUIPMENT INDEX—JANUARY, 1957

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y. January, 1957

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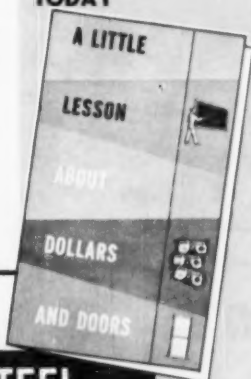
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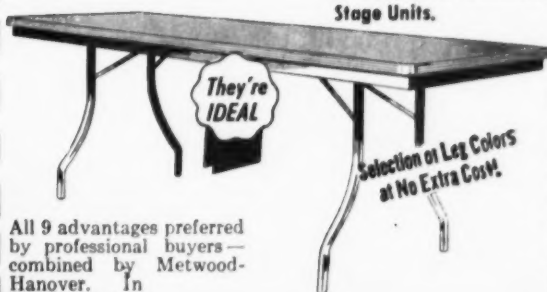
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Hanover, Pa.

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School Bus Chassis SE-422
For 30- to 60-Passenger Bodies



Fifteen new conventional school

bus chassis for 30- to 60-passenger bodies are offered in the new K Series Dodge trucks. The chassis range from 10,500 to 21,000 lbs. G.V.W., in wheelbases ranging from 153 to 254", and with V-8 engines of 197 and 201 hp and 6-cylinder engines of 125 and 130 hp.

Tubeless tires are standard and protect against dangerous blowouts and punctures. They also run cooler and last longer. A 12-volt ignition system provides quicker and surer starting, and extra power for lighting and accessories. An entirely new

circuit breaker switch puts headlights on a circuit different from other lights and equipment. A big safety feature is provided by headlights which remain burning when shorts occur anywhere else. Air brakes and a brake booster are available on some models.

DODGE TRUCK, 2751 E. Jefferson, Detroit 7, Mich.

Snow Plates SE-423
For Pre-Dipped Ice Cream



Dean Snow Plates for pre-dipped ice cream enable cafeteria personnel to fill portions during slack periods. Serving is thus speeded up, since the students will not have to wait while the ice cream is dishd out.

DEAN PRODUCTS, INC., 1042 Dean St., Brooklyn, N. Y.

Self-Propelled Mower SE-424
Has Built-In Leaf Grinder



Model
P-21-SP

Sensation Touch and Mow is the name of a new mowing machine which is extremely light in weight. This low-priced, yet high performance mower has a built-in leaf attachment, an accessory grass catcher (optional), an extremely simple method of height of cut adjustment, a patented mulch control adjustment, etc.

The machine features a heavy duty steel chassis.

SENSATION MOWER, INC., Ralston, Neb.

Folding Tables by HOWE

SELF SUPPORTING STEEL CHASSIS not the top takes all the stress and strain. SOLID DOUBLE TOP (not frame) construction for extra strength.



HOWE
Square Leg
Table

All steel chassis. A brace at each leg for extra strength and a leg at each corner for engineering balance. Riveted and welded throughout. Choice of several different tops and sizes.



HOWE
Pedestal Leg
Table

All steel chassis with retracting leg fold. Strong, fool-proof lock with self-tightening principle. Two separate braces for each pair of legs. Braces are riveted to chassis. Choice of several different tops and sizes.



HOWE
Bench and Table
Combination

Dimensions: Table—30" x 72" x 27" high. Benches—9 1/2" x 72" x 16" high. Folded position—17 1/2" x 72" x 38 1/2" high.

IF IT FOLDS—ASK **HOWE**

HOWE FOLDING FURNITURE, INC. ONE PARK AVE. • NEW YORK 16, N. Y.

This revolutionary folding bench and table unit is a wonderful convenience for cafeteria, classroom and many other uses. Converts quickly into a bench with back rest, or a two tier "bleacher." Folds automatically and can be moved with ease. No more lifting or lugging. It literally "floats" along.

Now you can get **MAINTENANCE-FREE** bleachers ... at no extra cost

They're **GALVANIZED!**

With an Arrow Bleacher installation, you can say "Goodbye" to the costs and chores of maintaining your outdoor bleachers. Arrow Bleachers are the only bleachers that are *dichromate galvanized*—chemically processed with a smooth, long-lasting protective coating on all structural steel members. This virtually eliminates rust and the nuisance of costly periodic painting. Arrow Bleachers feature 24-inch leg spacing, assuring you maximum in seating capacity. They are designed to conform to rigid safety requirements using only channel and angle construction. Planning a bleacher installation? Specify Arrow Bleachers.

ARROW **BLEACHER COMPANY** Zelienople, Pa.

Division of **UNIVERSAL MANUFACTURING CORP.**
World's Largest Manufacturer of Steel-Panel Scaffolding

SE-326

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AGAIN

**TOLCO LED WITH ELECTRONIC
GLUING—AND LEADS AGAIN
WITH...**

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TOPS—



MODEL TM-12A

ILLUSTRATING END
VIEW OF STEEL SPLINE

Patent Pending

The popular 4 student benches, using laminated tops $2\frac{1}{4}'' \times 54'' \times 64''$, have been improved by eliminating troublesome end battens. Heavy steel angular splines are built into the ends to prevent bowed tops and broken battens. Now available on all Tolco 4 student benches.

Write For Complete Information

THE TOLERTON COMPANY
265 N. FREEDOM AVENUE ALLIANCE, OHIO

SE-327

Nutting **CHAIR TRUCKS**

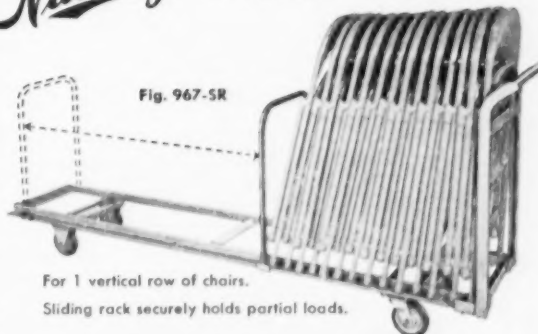


Fig. 967-SR

For 1 vertical row of chairs.
Sliding rack securely holds partial loads.

Built to outlast the chairs!

Here's your topnotch chair truck value. Nutting's high grade materials and fine workmanship give you year in, year out economy. Ample size steel frames and ball bearing rubber tired wheels of adequate diameter insure longer life and easiest operation under heavy loads. Finished in attractive metallic grey.



Write for Chair Truck Literature and Bulletin 53-SC, which shows food service, classroom maintenance trucks and others.

Since 1891 **NUTTING TRUCK & CASTER CO.**
2608 East Division St. • Faribault, Minn.



Fig. 964
Double Decker
—holds 4
vertical rows.



Fig. 969 For 2 vertical rows

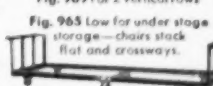


Fig. 965 Low for under stage
storage—chairs stack
flat and crossways.

5" Oscilloscope Kit SE-425

Low Cost, High Performance

The Knight Kit oscilloscope kit is designed for general purpose use with AM, FM, TV receivers and other high frequency applications. Wiring time is kept to a minimum and assembly is simplified by the use of a printed circuit board and laced wiring harness.

The kit, listed as Allied Stock No. 83 YZ 146, is supplied complete with all tubes, including CRT; steel case with disappearing handle; all parts;

plus detailed instructions and diagrams.

ALLIED RADIO CORP., 100 N. Western Ave., Chicago 80, Ill.

Milk Coolers

SE-126

Hold 672 Half Pints of Milk

The Punxsutawney Company has designed a milk cooler especially for school use. Made from all polished stainless steel, both exterior and interior, the coolers will accommodate 560 1/3 quarts or 672 1/2 pints of



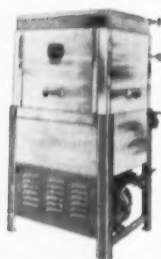
milk. The cabinets are equipped with casters and a locking device. The special design affords convenient self-service for first- and second-graders as well as older students.

THE PUNXSUTAWNEY CO., Punxsutawney, Pa.

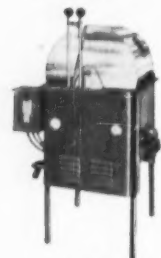
Universal DISHWASHERS

in efficient dishwashing systems save their cost

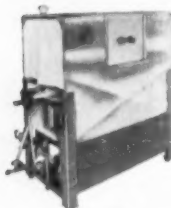
SE-328



MODEL S



MODEL B



MODEL Y2

Experienced operators know that Universal Dishwasher Systems save their cost in a year or less in savings in time, labor, reduced dish breakage, better washing and sanitizing and lessened labor turnover...and then show a profit from the investment for many years.

Universal Dishwashers Pay for Themselves with these great new dishwashing improvements.

Improved wash coverage: A new stationary wash with patented spray pressure equalizers. A new revolving wash. Swing-wash.

Improved operation: Vee belt connected motor and pump, and using standard NEMA motors. Extensive use of stainless steel interior fittings.

Improved appearance: Modern design, using #302 stainless steel with #4 mill finish. Stainless Steel De Luxe legs, panels, covers, dishracks, available as optional equipment.

Other important improvements: Gas, Electric or Steam operated Boosters for required 180° final rinse and sterilization.

Automatic timing controls for wash and rinse cycle on door models. Labor saving, more uniform sterilization. 36 models of "right sized" commercial type dish, glass and silver washing machines.

For the latest information on modern "cost-saving" dishwashing layouts, consult your Universal Dishwashing Machinery dealer or write to us for full information.

Send for complete catalog today



57 WINDSOR PLACE, NUTLEY 10, NEW JERSEY

World's Largest Exclusive Producer of Commercial Type Dish, Glass and Silver Washing Machines

Liquid Detergent

SE-427

Is Safe on Every Surface

Oakite Liqui-Det detergent contains no soap, yet goes into solution instantly and develops copious suds, in hard or soft water. It can be used repeatedly without rinsing, and without causing any build-up of film or discoloration. It is safe on every type of surface and pleasant to the hands.

Concentrations as low as 1/4 oz. to the gallon of water can be used with excellent results.

OAKITE PRODUCTS, INC., 169 Rec-tor St., New York 6, N. Y.

Collator

SE-428

Is Electronically Controlled

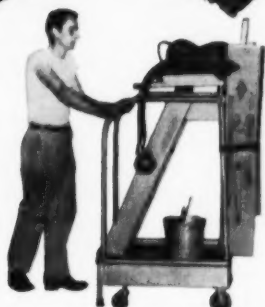
The Multigraph Accra-Feed Collator is an electronically controlled collator that will automatically assemble, in one continuous machine run, 50 complete sets of material up to 100 sheets each.

The unit occupies less than 13 sq. ft. of floor space. An important feature is the 50-pocket drum which will take sheet sizes from 4" x 6" up to 11" x 14". The pockets automatically advance one station at each revolution of the machine.

The many automatic controls include one that eliminates blank sheets, another that rejects double sheets, and a third that prevents skipped sheets. Standard equipment also includes large-capacity vacuum paper feeder, a sheet counter, a book counter, and an automatic stop.

ADDRESSOGRAPH - MULTIGRAPH CORP., Cleveland 17, Ohio.

SE-329

SAFE-LAD**MOBILE
WORK PLATFORMS***stops ladder accidents**saves 50% labor time*

Rolls supplies to the job—through all doorways, elevators.



Locks automatically, completely. Guards user—frees both hands.

Model M-4, illustrated, reaches 7 to 11 ft. work levels. Other models reach to 15 ft. work levels. Stability exceeds American Standard Safety Code.

All steel construction. Won't wear out. Pays for itself in time-saving and lifetime safety.

Write for literature and delivered prices. No salesman will call.

**Safe-Lad Mfg. Co. / 1001 S. E. MORRISON
PORTLAND 14, OREGON**

SE-330

Equipto modern-flow Benches



**161
MODELS
TO CHOOSE
FROM**

Now you can custom design your own layout with Equipto modern-flow Benches. They can be easily arranged into one continuous streamlined assembly.

Many types and styles of drawers, drawer pedestals, cabinet pedestals, sliding doors, aerial shelves and accessories are available for Equipto Benches.

All Equipto modern-flow Benches are available with a choice of four tops... 12 gauge steel top, masonite covered steel top, resinwood or laminated maple top.

Send for big 16 page catalog No. 200 illustrating and describing this outstanding line of top quality benches.

Equipto

Division of
Aurora Equipment Co.
612 Prairie Avenue
Aurora, Illinois

Steel Shelving... Parts Bins...
Drawer Units... Lockers... Carts... Work Benches

SE-331

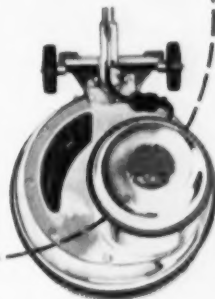
**CLOCK 'EM
AND SEE!**



**OFF-SET MOTOR
WINS!**

**NOTHING
OUTCLEANS
A**

KENT



More work done in less man-hours — at less cost — that's the kind of efficiency modern cleaning demands. That's why so many hospital, industrial and commercial users depend on the big Kent line to cut maintenance costs. Only Kent offers the cleaning development that makes floor maintenance completely easy — Kent's exclusive OFF-SET MOTOR design. Imperfect balance and sidewise pull of the brush make ordinary machines difficult to operate. Kent's exclusive, all-weight on brush OFF-SET MOTOR design counterbalances handle-weight... minimizes torque. Result: less fatigue, faster work, longer wear, fewer service problems. Get the facts... get the machine that cuts labor costs up to 18.9% over competitive makes!



Kent Off-set motor design floor machine — one of 24 such machines in use at 600-bed St. Luke's Hospital, N.Y.C. St. Luke's uses 54 Kent cleaning units, including Kent vacuum cleaners, for all types of wet and dry cleaning maintenance operations.

QUIET JUNIOR VACUUM CLEANER
... Ideal for all institutions.

Quiet operation and handling ease convinced St. Luke's Hospital... let us show you.



MAIL COUPON TODAY!

KENT COMPANY INC.

420 Canal Street, Rome, New York

Yes, I want to cut maintenance costs! Send full details on your line of ☐ floor machines ☐ vacuums.

Name _____

Firm Name _____

Address _____

City _____

State _____

SE-429 Positive Transparency Film

Has Many Audio-Visual Applications

The Polaroid Corp. has developed a new positive transparency film which is ready for projection two minutes after the picture is taken. No special training is required to produce a slide for immediate projection.

The film is so sensitive that daylight pictures can be taken indoors without auxiliary lighting. The film is also ideally suited for innumerable audio-visual applications. Teachers can photograph maps, diagrams, and documents for immediate projection

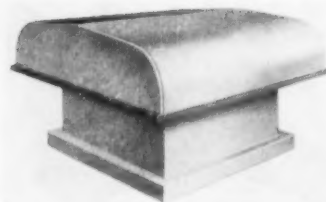
and can copy, for easy permanent filing, a wealth of printed material. The film has been named Polaroid-Lord Projection Film.

THE POLAROID CORP., Cambridge 39, Mass.

Roof Ventilators SE-430

Low-Contour Styling Featured

The Low-Line is a new roof ventilator designed for use where individual units of low contour are required. This is a rectangular-shaped ventilator engineered on the principle of deflecting expelled air downward to the roof. Eleven throat sizes are offered, in both gravity and powered models, the latter available also as a fresh air intake. Nearly 60



capacity ratings are available for the powered type, to meet almost any requirements.

The Low-Line has a well-proportioned hood hinged to open for cleaning or servicing. Exhaust or intake area is of ample proportions to provide free air movement without eddying or turbulence. The integral base mounts over a 4" curb to be built on the roof.

THE SWARTWOUT CO., 18511 Euclid Ave., Cleveland 12, Ohio.

Adding Machine SE-431

With Direct Subtraction



The new Summira Printing Adding Machine is a low cost model incorporating direct subtraction — where the number to be subtracted can be set into the machine and removed from the total in one simple operation.

The standard roll of adding machine paper is easily accessible at the back of the new machine and may be changed in seconds. A two-color ribbon is supplied which prints additions in black and subtractions and totals in red. Nylon gears which require no lubrication and give efficient, quiet operation are used.

FREMACO INTERNATIONAL, INC., 183 W. Randolph, Chicago, Ill.



Today...
tomorrow...
and **ALWAYS!**

**TIFFANY
OFFICE MACHINE
STANDS**

First choice of office workers
and management everywhere

Me, too!



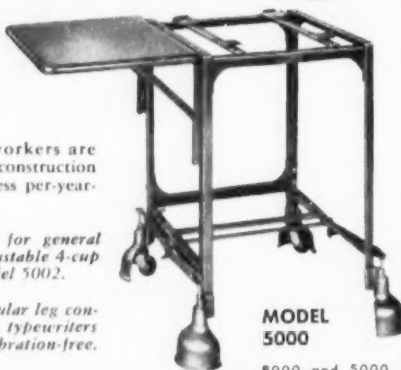
... "Love that Tiffany Stand!"

Office workers love 'em because their workday is much easier with a Tiffany Stand. Nerve-racking machine noises disperse through the open top; shake-proof construction prevents tiresome vibrations; no scratches or ruined hose from these smooth edges.

Management loves 'em because office workers are happier, more efficient. Superior, all-steel construction lasts a lifetime of continuous use... costs less per-year-of-service than any other stand.

MODEL 5000 (shown at right) — popular for general use. Retractable casters, large drop leaf, adjustable 4-cup open top, compact. With 2 drop leaves—Model 5002.

MODEL 8002 (shown above) — square tubular leg construction; larger and extra-heavy for electric typewriters and bookkeeping machines; absolutely vibration-free. (With 1 drop leaf—Model 8000.)



**MODEL
5000**

8000 and 5000
Series also avail-
able 35 1/2" high for
stand-up use.

At better dealers everywhere...for further information, write Dept. SE



TIFFANY STAND CO.

7350 FORSYTH
ST. LOUIS 5, MO.

TOUGH STEEL TUBING

MAKES **Griggs**

Airliner

**Stronger... Lighter
Longer Lasting**

Rugged tubular steel, adds strength to your furniture while keeping the weight down. All Airliner frames are welded to give firm, lasting rigidity to every seat and desk.



Shown is the brand-new Griggs Airliner No. 785-A Study Top Desk.

GRIGGS

EQUIPMENT, INC.

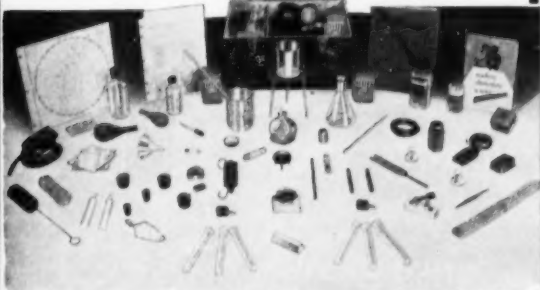
Belton, Texas

SE-334

TEACH SCIENCE

EFFECTIVELY

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"SCIENCE
KIT"



SAVES TIME—EFFORT—MONEY

- contains over 80 pieces of top quality apparatus for elementary science.
- 14 units of experiments clearly explained in easy-to-use Teacher's Manual.
- correlates with any text.
- compact . . . comes in sturdy, easily portable plywood chest.
- replacement service.
- recommended . . . by science text publishers; used . . . by over 80,000 schools in every state.

\$38.00 FOB Tonawanda

SCIENCE KIT CO.

BOX 69

Tonawanda, N. Y.

SE-335

THE LOCK WITH THE CLICK THAT COUNTS

NEW GOUGLER KEYLESS COMBINATION LOCK

New Master Key Model

Here is new Gougler lock you should have for your school lockers. New kind of Master key fits slot in bottom.

Model
No. 40



→ Swing right to unlock.
← Swing left and remove for normal use

- NEW CONVENIENCE
- NEW SECURITY
- NEW SIMPLICITY

- MOST DURABLE
- FINEST LOCK FOR SCHOOLS



There are no projections or extra bulk to this new lock. It is trim, modern, rugged. Die cast case. Parts impervious to moisture.



Commercial key machines can not duplicate new Master Key.



This is our regular Gougler Red Dot lock. Like all Gougler locks, you can open it without looking, even in the dark. Just count the clicks.

Write for free sample lock No. 40 and factory prices

C. L. GOUGLER KEYLESS LOCK CO.

705-769 Lake St., Dept. 4

Kent, Ohio

pH Recorder

SE-432

For Field Surveys

Portable, self-contained, pH measuring and recording instruments requiring no external power supply are now available for field surveys of stream pollution, etc., as well as in-plant studies at locations where a permanently mounted pH recorder is not desired for any reason, or where power is not available.

The new device consists of two units: a Bristol Model 524 pH recorder and a Beckman N 2 amplifier. This equipment will cover the total pH range of 0-14 in two partial ranges of 0-8 and 6-14. The recorder



uses carbon-coated 8" diameter charts, and makes a record with a vibrating-type stylus. The chart

drive can be set to rotate the chart in either 1 hour or 24 hours, depending on the application.

THE BRISTOL Co., Waterbury 20, Conn.

Floor Machines

SE-433

In New Heavy-Duty Models



The Tornado Series 90 is a new line of heavy duty floor machines including 14", 16", and 18" brush sizes. The series is powered with a heavy-duty capacitor start motor that drives a planetary system of steel helical gears at a 10 to 1 reduction ratio. The brush, operating at 172 rpm starts easily under the heaviest loads for scrubbing, stripping, polishing, steel wooling, sanding and terrazzo grinding.

A complete line of brushes and accessories are available for this series of floor machines.

BREUER ELECTRIC MFG. Co., 5100 N. Ravenswood Ave., Chicago 40, Ill.



SMOOTH, SANITARY TOPS of Masonite Presdwood, Linoleum, Fir or Birch Plywood, Formica and Resilyte

TUBULAR STEEL FOLDING LEGS

No other tables have as many "Extra Features" as

Mitchell
FOLD-O-LEG
tables

- ★ GREATER SEATING CAPACITY
- ★ MORE LEG COMFORT
- ★ UNEQUALED APPEARANCE, DURABILITY, STRENGTH
- ★ FINEST CONSTRUCTION, MATERIALS, FINISHES
- ★ BUILT FOR LONG SERVICE

The Strongest, Handiest Folding Table Made!



FOLD UNDER FOR STORAGE

QUICK, EASY SET-UP ★ FOR CHANGING ROOM USES



1, 2, 3, 4 LEVEL BANDSTANDS

"U" shaped set-up for BANDS and ORCHESTRAS allow unobstructed vision of musicians, director and audience. Improve appearance, discipline and director control. Same units set-up in a straight line can be used as stepped-up audience seating risers.



1-LEVEL PLATFORMS, STAGES

For speakers, raised speakers tables, ceremonies, acts, style shows. Quick set-up or removal. Used in Schools, Colleges, Churches, Hotels, Clubs, Lodges. Each unit only 2 1/2" thick when folded. Store in small space.

USE THE SAME UNITS FOR MANY DIFFERENT ARRANGEMENTS

ANY SIZE STAGE IN ANY ROOM OR HALL, ANYTIME



PORTABLE

FOLDING STANDS

- ★ Each unit a SAFE stand in itself
- ★ 4'x8'x3/4" Tops, 8" 16" 24" 32" heights
- ★ Strong, rigid TUBULAR STEEL LEGS

Write for Descriptive Folder

MITCHELL MFG. CO.

2726 S. 34th St. • Milwaukee 46, Wis.

MFRS. of MITCHELL FOLD-O-LEG TABLES, BAND AND CHORAL STANDS, SEATING RISERS

Sound System

SE-434

Features Hi-Fi Amplifier

The 1957 Commander meets the demand for a powerful sound system for use in gymnasiums, recreation areas, playgrounds, community centers, folk dancing, and for use by square dance callers. This model features a hi-fi amplifier with an output of 25 watts undistorted, 40 watts peak, frequency response ± 2 db, 30-20,000 cycles. Two heavy duty speakers, designed to handle the full 40 watts continuously without overload, make up a single unit with the amplifier.

A unique all-aluminum pickup arm with double wrist action, contains a special high fidelity "Music Lover" cartridge.

CALIFONE CORP., 1041 N. Sycamore Ave., Hollywood 38, Calif.

The Crest of
Good Living
comes to
New York

Hotel
New Yorker



JOSEPH MASSAGLIA JR., President
CHARLES W. COLE, Gen. Mgr.

34th Street at Eighth Avenue

Other MASSAGLIA Hotels...

- Santa Monica, Calif. Hotel MIRAMAR
- Washington, D.C. Hotel RALEIGH
- San Jose, Calif. Hotel SAINTE CLAIRE
- Hartford, Conn. Hotel BOND
- Long Beach, Calif. Hotel WILTON
- Cincinnati, O. Hotel SINTON
- Gallup, N.M. Hotel EL RANCHO
- Pittsburgh, Pa. Hotel SHERWYN
- Albuquerque, Hotel FRANCISCAN
- Denver, Col. Hotel PARK LANE

and in HAWAII...

Hotel WAIKIKI BILTMORE Honolulu

MIDWEST HEADQUARTERS
CHICAGO BOOKING OFFICE • 200 E. Walton • DE 7-6344

World famed hotels—Teletype service—Television

NEW FREE TIMESAVER

to help schedule
Housekeeping Jobs



Get more efficient housekeeping from present manpower and equipment with this new work planning guide.

It provides a methodical, orderly system for scheduling the daily work of the maintenance crew.

- Makes planning the work day simple.
- Gives each worker an "at-a-glance" picture of what he is required to do.
- Makes supervisor's follow-up easy.
- Provides convenient record of work accomplished—and when.

Plus suggestions on building maintenance—ideas to speed the job and ease the load—tips on caring for mechanical equipment—tips on maintenance methods for various kinds of floors.

It's yours Free... Mail Coupon Today!

SE-338

No. 2200-1882
Crescent Utility Rack

No. 2205-1415
Crescent Tray Cart

No. 100-1833
Crescent Utility Cabinet

No. 201-1812
Crescent Utility Rack

No. 241-186
Crescent Utility Rack

No. 130-1836
Crescent Hot-Cold Cabinet

No. 131-1815
Crescent Hot-Cold Cabinet

No. 121-1815
Crescent Proof Cabinet

No. 120-1836
Crescent Proof Cabinet

ALUMINUM MAGNESIUM STAINLESS

Crescent metal products, inc.

18901 57. CLAIR AVE. CLEVELAND 19, OHIO

For Floor Cleaning Jobs
you can't beat this
**PERFORMANCE
PAIR**

ADVANCE
Speedboy Deluxe

ADVANCE

ADVANCE
Hydro-Jet
Wet or dry vac

ADVANCE FLOOR MACHINE CO.

4102L Washington Avenue No., Minneapolis 12, Minn.

- ☐ Yes—we'd like our Work Planning Guide.
☐ Also send literature on Advance vacs and floor machines.

Name _____

Company _____

Address _____

MAIL COUPON TODAY FOR FREE WORK PLANNING GUIDE

Water Cooler

SE-435

Large Capacity, Small Size

Haws Model Cafe-5 is only 18" wide x 24" deep, yet has storage capacity for five gallons and recovery rate of 12½ gallons of 50° drinking water per hour.

The new Haws Cooler is highly adaptable for use as a counter unit or can be installed in a separate location as a complete water station. It is furnished with stainless steel top and glass rack and is of 36" standard counter height with an overall



height of 44". The cabinet is available in either hammertone gray finish or stainless steel.

HAWS DRINKING FAUCET CO., 4 and Page Sts., Berkeley 10, Calif.

Photocopy Machine SE-436

Operates at High Speed

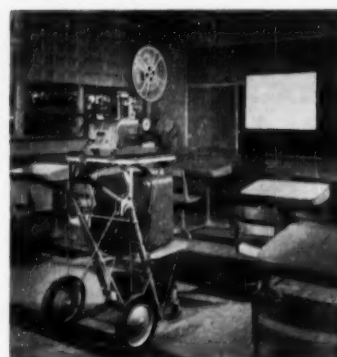
A new high-speed machine makes three photocopies per minute of the same original or different originals. With this combination printer and processor for dry process photocopying, a normal-sized negative can be exposed every five seconds; and a complete cycle of exposing and developing completed in only 20 seconds.

A wire rack on the front of the machine holds the exposed negatives as they come from the machine, permitting a number of negatives to be exposed in succession.

HUNTER PHOTO-COPYIST, INC., 595 Spencer St., Syracuse, N. Y.

Projector Table SE-437

Is Easy to Transport



Projection equipment can now be transported and used in the classroom on the Standard Wheelit, mobile projector table which goes up and down stairs almost as easily as on level floors.

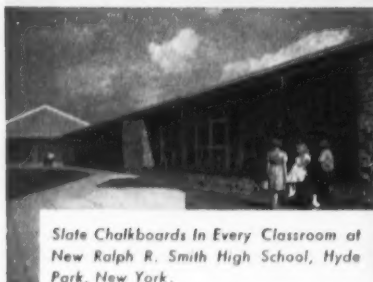
The Wheelit, Model C-402, has three shelf levels. The top shelf, or table is 40" above the floor, 16" deep x 21" wide, made of sound-absorbing thick plywood and covered with scuff-resisting formica.

The complete unit folds from 32" deep to 14" deep by 40" including the fold-down handles for compact storage.

JACK C. COFFEY CO., 710 17 St., No. Chicago, Ill.

NATURAL SLATE . . . RIGHT

YESTERDAY
TODAY
TOMORROW



Slate Chalkboards In Every Classroom at New Ralph R. Smith High School, Hyde Park, New York.

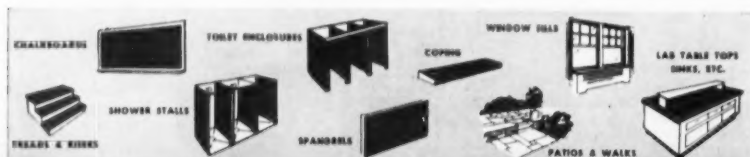


Perkins & Will, architects—engineers, Chicago, Ill.

Natural Slate chalkboards are still the choice in leading schools throughout the country . . . like the modern Ralph R. Smith High School.

The neutral color and smooth finish of slate add a soft, subdued effect to the strong, colorful decor of today's classrooms. Easy to clean . . . low on maintenance costs under normal usage conditions, slate makes a practical and eye-pleasing addition to the classroom. Because white chalk on slate produces the desired high contrast for quick, easy perception of the written message, the slate chalkboard permits the student to grasp the written message immediately. In addition, the writing surface of slate is so superior that it is the standard to which the writing quality of all other chalkboards is compared.

For timeless, durable chalkboards . . . be sure, specify slate. Inquiries welcomed on specific properties of slate.



For Your Protection . . . Insist on Slate Quarried in Pennsylvania, U.S.A.

STRUCTURAL SLATE CO.
NATURAL SLATE BLACKBOARD CO.

PEN ARGYL PENNSYLVANIA

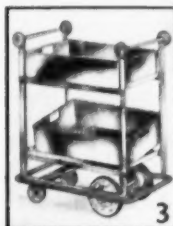
natural slate . . . 500 million years in the making



EDWARD
DON
L. COMPANY

Carts

for **EVERY**
Bus Need!



For example, (1) the all stainless steel UTILITY CART for light bussing. Eliminates carrying heavy trays and dishes. Operates silently.

The rugged stainless steel TRAY TRUCK (2) is available in 5- and 6-shelf models. Easy-gliding casters with rubber wheels that won't mar floors.

The stainless steel DISH TRUCK (3) has two deep stainless steel trays for re-moving soiled dishes and glassware without carrying and the added risk of breakage.

Yes, here at DON you'll find carts for every purpose. Yet, they're only a few of the 50,000 items of EQUIPMENT, FURNISHINGS and SUPPLIES to aid or improve your food preparation and serving.

Satisfaction guaranteed on every item. Write Dept. 26 about your specific needs now or ask for a DON salesman to call.

EDWARD DON & COMPANY
GENERAL HEADQUARTERS—2201 S. LaSalle St.—Chicago 16, Ill.
Branches in MIAMI • MINNEAPOLIS-ST. PAUL • PHILADELPHIA-CAMDEN

SE-341

One good look will tell you...

SE-343

best buys in sight

Da-Lite®

SLIDE AND MOVIE SCREENS



the world's most complete line of screens . . .
and the standard by which all others are judged.

Da-Lite Model B* New wall and ceiling screen at a budget price! Goes up in seconds. White Magic glass-headed fabric, mildew and flame-resistant.

30"x40" — 72"x96"

\$15.00 — \$70.00



Da-Lite Motor-Roll* Electrically operated, complete with automatic safety stops! Shipped ready to hang, plug in and operate. Unrolls, stops automatically!

6'x8" — 12'x12"
\$220.00 — \$280.00



Da-Lite Hilo®
World's only A-V "Push-Button" screen! Can be set from 14" to 48" above floor. White Magic fabric, mildew and flame-resistant!
50"x50" — 70"x70"
\$37.50 — \$56.75

For better, brighter slides and movies, see Da-Lite—
from \$3.50 to \$690.00.

Mail today for free booklet! No obligation! *Trade Mark

Perfection
in Projection Since 1909



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2711-23 N. Pulaski Road
Chicago 39, Illinois

DA-LITE SCREEN CO.
2711-23 N. Pulaski Road
Chicago 39, Illinois

S.E. 1

Please send me my free booklet!

Name _____

Organization _____

Address _____

City _____

Zone _____

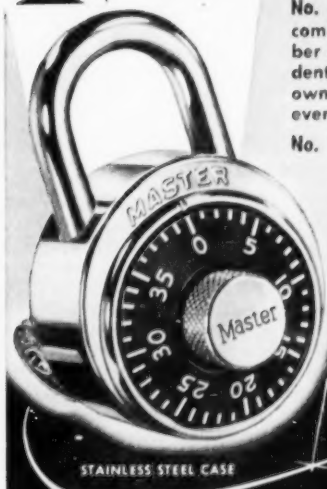
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No. 1

IN AMERICA'S SCHOOLS

Master

COMBINATION PADLOCKS



No. 1525 — Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

No. 1500

Same as No. 1525, but without key-control.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

KEY-CONTROLLED
School's master key opens every locker.

STAINLESS STEEL CASE

Master Lock Company, Milwaukee 45, Wis.
World's Largest Padlock Manufacturers

AUDIO-VISUAL AIDS

SE-501 Christmas Series

A new Christmas series of six filmstrips in color for the elementary grades in the curriculum areas is now available. Imaginative art work and photography are utilized in this colorful presentation of Christmas topics. The series assists the elementary teacher in acquainting children with the origin of Yule traditions, including the background of a favorite Christmas carol. It provides the factual background of the Christmas seal and its relationship to the health of everyone. Safety precautions during the season are emphasized. Recognition of the best-known Christmas trees is combined with forest conservation methods. Complete series \$33.50. Individual filmstrips \$5.95. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-502 St. Vincent de Paul Film

Monsieur Vincent is the title of the new motion picture based on the life of St. Vincent de Paul and is available for rental and lease in 16mm from Brandon Films. Starring Pierre Fresnay as the French cure who in the 17th century devoted his life to the poor, the film has received many awards. Directed by Maurice Cloche, *Monsieur Vincent* includes in its cast Aime Clariond, Jean Debucourt, Lise Delamare and Yvonne Gaudeau of the Comedie Francaise. Spoken in French with English superimposed titles, the film has dialogue written by Jean Anouilh. Running time is 112 minutes. BRANDON FILMS, INC., 200 W. 57th St., New York 19, N. Y.

SE-503 YAF Pet Series

Stories about animal pets are told in *Our Pets Series*, a set of six full-color filmstrips being released this month. Designed

especially for use in reading and other language arts classes in kindergarten and primary grades, these new filmstrips use original color photographs, with printed captions, to tell their story for your audiences. Each filmstrip is an original photographic story revolving around a pet, with care of pets stressed in each story. The set includes the following titles: *The Parakeet*, *The Pony*, *The Rabbit*, *The Turtle*, *The Puppy*, and *The Kitten*. YOUNG AMERICA FILMS, INC., 18 E. 41st St., New York 17, N. Y.

SE-504 Inventions

Two new social studies films from Coronet, *Inventions In America's Growth (1750-1850)* and *Inventions In America's Growth (1850-1910)* mark a significant departure from the traditional approaches to the study of inventions. The films review the stories of the inventions between 1750-1910, but particular stress is laid upon the changes in people's daily lives which each successive invention produced. These social changes created a need for even more inventions and the film shows how successive inventions had profound implications for America's growth and progress. Original models, authentic reproductions enrich the films. Directed to grades 4-9. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

SE-505 The Southeastern States

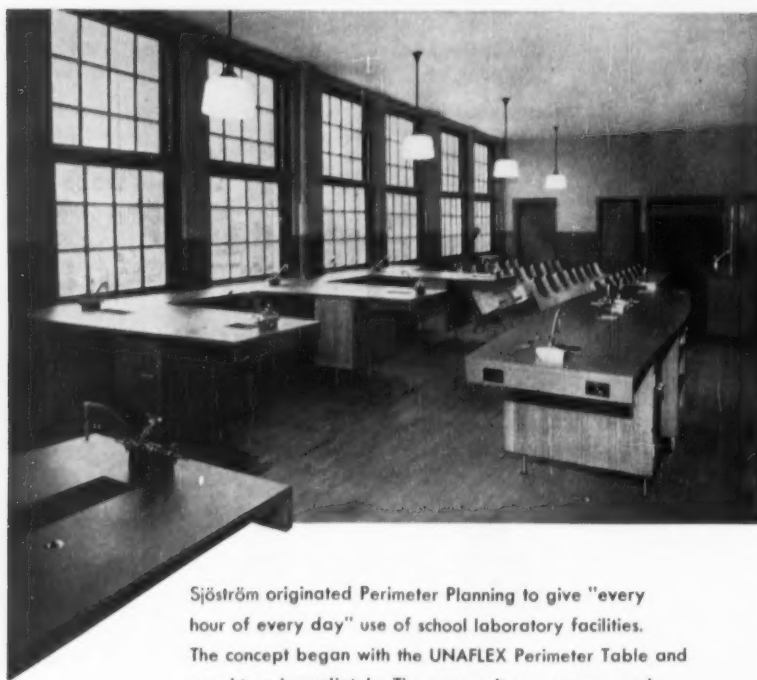
A new series of six filmstrips in color entitled *The Southeastern States* is directed to middle grades and junior high school geography classes. This comprehensive new series includes six authentic filmstrips providing a complete physical and human geographical survey of the southeastern region made up of the states of Kentucky, Virginia, Tennessee, North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Arkansas, and Louisiana. Color photographs supplemented by authentic maps and charts provide understanding of an important region of the U. S. Questions for review and discussion, and suggestions for further student activity are included at the end of each filmstrip. The series of six sells for \$36.00. Individual filmstrips are \$6.00. ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-506 Filmstrip Catalog

1956-57 Instructional Materials Class-tested Filmstrips to Help Teachers is the title of a new catalog which describes 400 class-tested filmstrips in both color and black and white. New kits for 1956 release are described. The materials, including recordings which are provided with some of the filmstrips, are listed by subject area, for easy reference. Curriculum areas include Reading Readiness, Primary Literature, Music, Health, Science, Social Studies, Nature Study, History, Geography, Arithmetic, Physics, Mathematics, Shop Training, and Safety. Many illustrations from key frames of the new filmstrips are shown. Prices are listed. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

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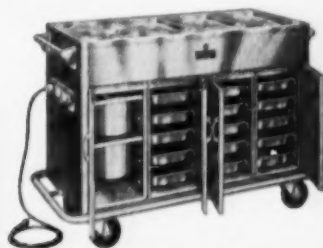
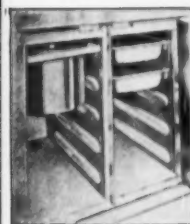
January, 1957

NOW, NACO HCP ELECTRIC FOOD CARTS STORE 50% MORE FOOD, KEEP MEALS HOT HOURS LONGER



Guess who was served last from a NACO electric food cart!

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MANUFACTURERS' CATALOG

SE-507 Pneumatic Controllers

A 56-page *Bulletin No. A130* describing the new series 500W Pneumatic Controller has just been announced by The Bristol Co. This new two-color bulletin is illustrated by more than 75 photographs and drawings, describing the new high sensitivity, wide control-band controllers for temperature, pressure, flow, vacuum etc. Features of the new controllers mentioned include: control band width $\frac{1}{2}\%$ to 400%, high sensitivity without loss of stability, precision linkage allowing reassembly and recalibration with only one adjustment, and reset action stops. Sections describing

control principles, and illustrating the various control modes available are included. The modes of control offered are narrow-band (on-off), proportional, reset plus derivative. Reset rates from 0.1 to 10, or 1 to 300, and derivative times of 0.2 to 20 minutes are offered. Zero derivative is also possible on the derivative models. THE BRISTOL CO., Waterbury 20, Conn.

SE-508 Flooring Products Catalog

A new, quick-to-read, 12-page catalog illustrating the complete line of Azrock Flooring Products in full color is available from the Azrock Products Division, Uvalde Rock Asphalt Co. Included are product descriptions, where to install, and brief architectural specifications on Azrock as-

phalt tile, Asphlex vinylized tile, Vina-Lux vinyl-asbestos tile, and Duraco industrial tile. AZROCK PRODUCTS DIV., UVALDE ROCK ASPHALT CO., Box 531, San Antonio, Tex.

SE-509 Commercial Refrigerators

The Puffer-Hubbard Refrigerator Company has recently released a new catalog featuring a new line of commercial refrigerators. Included are new styling and design, reach-in refrigerators, upright storage freezers, baker freezers, and combination two-temperature refrigerators. Capacities range from 22 cu. ft. to 96 cu. ft. and most models are available in a choice of exterior and interior finish. Displayed are both the "P" line which has genuine white porcelain exteriors and interiors and the "SS" line which has stainless steel exteriors and interiors. Hardware and door hinges are heavy-duty commercial type with adjustable features designed to open door swing within width of refrigerator. Door locks are heavy-duty commercial type with cylinder locks optional. The catalog is profusely illustrated and includes specifications, diagrams and construction details. PUFFER-HUBBARD REFRIGERATOR CO., Grand Haven, Mich.

SE-510 Plastic-Finished Wallpanels

A new catalog entitled *Marlite Plastic-Finished Wall and Ceiling Paneling* has just been released by Marsh Wall Products, Inc. It illustrates and describes the company's entire line of decorated hardboard, including 4' wide sheets, tongue-and-groove planks and blocks, and Marlite Korelock, a rigid hollow-core paneling that is applied directly over framing or furring without backing materials. Decorative treatments include 17 colors, nine wood grains and five marble patterns. Marlite-paneled home, commercial and institutional interiors are shown in color. Marsh installation accessories and moldings to match or harmonize with the panels are listed and illustrated. MARSH WALL PRODUCTS, INC., Dover, Ohio.

SE-511 Process Camera

American Type Founders has prepared a new illustrated folder entitled *How to Invest Profitably in a Process Camera* which describes its ATF Craftsman Model 241 Process Camera to help graphic arts members choose the most productive dark room camera for consistently high quality line, halftone and color work. The new six-page, two-color folder features a check list of some 33 items covering sizes of work, camera operation and construction. The folder also contains photographs and specifications of the ATF Craftsman Model 241—24 process camera as well as a complete floor plan. The folder gives all details of three different ATF 24" Craftsman camera packages which include all equipment and accessories to make line negatives, halftones with contact screens on Autoscreen film, color separations from transparencies, halftones with both rectangular and circular screens, and fast, accurate color separations and work with glass plates. AMERICAN TYPE FOUNDERS, SALES DEPT., 200 Elmora Ave., Elizabeth, N. J.

AVERAGE GAIN over former procedures. Primary reading groups using Keystone Tachistoscopic Training, 40%.

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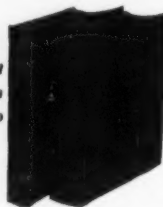
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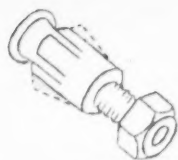
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When you want product information quickly, look it up in AS&U.

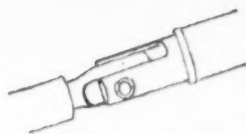


AMERICAN SCHOOL PUBLISHING CORP.
470 Fourth Ave., New York 16, N. Y.

WHY SCHIEBER FOLDING TABLES & BENCHES ARE THE OVERWHELMING FAVORITES OF SCHOOL ADMINISTRATORS & ARCHITECTS



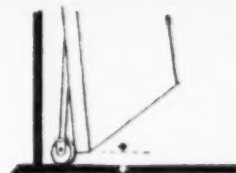
Schieber uses 800 lbs. pull test anchors, not screws, for securing tops to understructure.



Forged clevis hinges with snag-proof snap rings provide rigid, rattle-free assembly.



All joints are welded and welded in precision jigs.



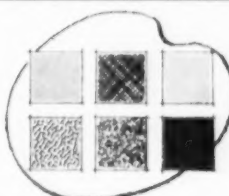
Tables and benches roll all the way into pockets on casters—do not drag last few inches.



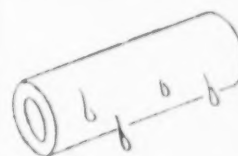
Mark-proof rubber casters protect floors.



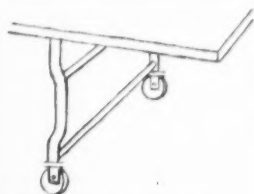
In-Wall units are counterbalanced for ease of operation.



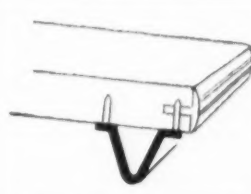
Surfaces in optional colors and patterns.



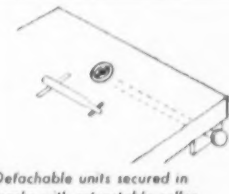
All casters equipped with permanent oil impregnated bearings—no oiling, ever.



Understructure is heavy T-inch steel tubing with .840" wall.



All edges finished with permanently bright "T" stainless steel moulding.



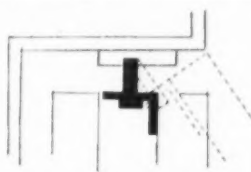
Detachable units secured in tracks with retractable roller buttons. Can't come out unless intentionally detached.



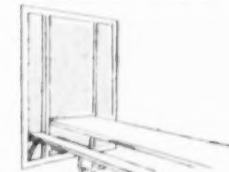
Center casters are swivel type for easy maneuvering of detached tables and benches.



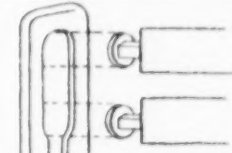
Benches reinforced by four (not two) longitudinal, formed steel stringers.



Safety catch prevents folded units falling from pocket when being operated.



Steel back in pockets adds to rigidity, eliminates contractor finishing.



Any height unit may be returned to any pocket. Welded-on (not cut outs) tracks have long keyhole slots.

Quality

top quality, is assured when Schieber is specified. Standards on materials and workmanship are based on first hand knowledge of the nature of school use and what it requires. Schieber originated the multi-purpose room (lunch room-activities area) folding tables and benches and our engineering, development and research has always led the field. As evidence, never has one penny been spent for service

on a Schieber unit except where normal wear occurred over a long period of time and the first installation ever made, 25 years ago, is still in daily use. Thousands of schools now use this equipment and more than a thousand school architects have specified it, most of them many times. Let us answer your questions or better, write for our booklet: "Twenty Questions—Answers."





Any way you look at it Formica surfaces are easy on the eyes. The many pastel and light wood Formica colors are not only beautiful, but reflect light to the proper degree to prevent glare.

But Formica on tables, desks, window seats, walls, home economics kitchens and other heavy traffic areas is best justified by cold arithmetic. Because super smooth Formica resists scratching under hard daily use, it never requires painting or refinishing — its first cost is the last cost. Easy, damp cloth cleaning of Formica means real savings in yearly maintenance.

There are many expert Formica fabricators the country over. Many school systems use their own woodworking shops to resurface existing worn furniture.

A Formica representative will gladly explain how you can best apply Formica to meet your needs. Call your local Formica office or write

FORMICA CORPORATION

Subsidiary American Cyanamid

4673-7 Spring Grove Ave.,

Cincinnati 32, Ohio

Customers buy Formica because it is a brand name they know and trust.

DEMAND THIS CERTIFICATION

We protect this faith in our product by certifying every sheet with a wash-off Formica marking. It is for your protection and guarantee that you are getting genuine Beauty Bonded Formica.

This mark certifies genuine

RUB OFF WITH LOTS OF BAR SOAP ON A DAMP CLOTH

Guaranteed by
Good Housekeeping



Seeing is believing. If this wash-off identification is not on the surface, it's not FORMICA.